



Poulton Lancelyn

English

Long Term Plan

Y5

2023/24

Autumn 1  
Treason – B.Doherty

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Extended Writing Genre	Character Description			Informal Letter			Formal Letter
Spelling Focus Teaching	ing and ed endings Irregular verbs	Comparative/superlative (er, ier and est)	Plural – s, es, ies	Adding y	Homophones	Homonyms Homographs	Silent letters
Grammar/ punctuation Focus Teaching	Capital letters Full stops	Articles Nouns Adjectives Noun phrases	Verbs Adverbs Adverbials Fronted adverbials	Co-ordinating clauses (compound sentences) Co-ordinating conjunctions	Subordinate clauses Subordinating conjunctions Commas	Relative clauses Commas Relative pronouns	Question marks Exclamation marks Questions/exclamations Statements/commands
Reading Comprehension	Identifying NFRs Poetry	2b M – Ghost T – Elephants W - Elephants T – Wind F – Wind	2a M - Ghost T - Elephants W - Elephants T – Wind F - Wind	2d M - Ghost T - Elephants W - Elephants T – Wind F - Wind	2e M- Paws T- Jake/Bill W- Jake/Bill T- Croc Tale F- Croc Tale	2c/2h M –Visiting day T – Ghost W – Elephants T – Visiting day F – Wind	2g/2f M – Wind T – Ghost W – Jake/Bill T – Elephants F – Peppermint
Poetry	Sky in the Pie - Roger McGough (Resistant)						
Bookclub/ class read							
Linked curriculum texts							

Autumn 2  
POR – Treason – B. Doherty

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Extended Writing Genre	Formal Letter (cont)	Newspaper Report			Non-chronological Report		
Spelling Focus Teaching	<b>Consonant spellings</b> - que'/'ck'/'ch' sounding k 'sc' sounding 's' 'c' sounding 's'	<b>Consonant spellings</b> - 's' sounding 'z' 'y' sounding 'i' 'gue' sounding 'g' 'g'/'ge'/'dge' sounding 'j'	<b>Consonant spellings</b> - 'th' sounding 't' 'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'qu' sounding 'kw'	<b>Short vowel sounds</b> - a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	<b>Long vowel sounds</b> - ei/ai sounding long á ea/ie sounding long é	<b>Long vowel sounds</b> - i/i-e sounding long í ow/ou sounding long ó u sounding long ú	<b>Digraphs and trigraphs</b> - oi,oy ow, ou ar air, are, ear
Grammar/Punctuation Focus Teaching	Inverted commas and punctuation		Commas in list Commas to clarify meaning	Parenthesis Single dashes	Cohesion: Adverbials Determiners Conjunctions Pronouns	Proper nouns Pronouns Possessive pronouns	Apostrophe Contraction
Reading Comprehension	2b M – Visiting day T – Paws W – Paws T – Jake/Bill F – Jake/Bill	2a M – Visiting day T – Pawsitively W – Pawsitively T – Jake/Bill F – Jake/Bill	2d M – Visiting day T – Pawsitively W – Pawsitively T – Jake/Bill F – Jake/Bill	Testing week	2c/2h/2e M – C – Crocodile tale T – C – Pawsitively W – h – Inuit people T – h – Detective Nimble F – e – Pawsitively	2g/2f M – e- Chiokes chance T – g – Take off W – g – Pirates T – f – Outdoors F – f – Tiger	Poetry
Poetry	In Flanders Fields John McCrae (Symbolic)						
Bookclub/ class read							
Linked curriculum texts							

## Spring 1

Just So Stories/ Journey to Jo'burg

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Narrative - Just So stories				Diary Entry		
Spelling Focus Teaching	<b>Digraphs and trigraphs</b> ear, ere, eer	<b>Digraphs and trigraphs</b> ir, er, ur, or, ore, au, aw, augh, ough	<b>Prefixes- de, mis, dis dis'</b> - not/ opposite of <b>'mis'</b> –wrong/ opposite of <b>'de'</b> – undo/do opposite of	<b>Prefixes- in/im/il/ir in'</b> means 'not'. When the root word starts with a 'p' or 'm' 'in' becomes <b>'im'</b> When the root word starts with 'l', 'in' becomes <b>'il'</b> When the root word starts with 'r', 'in' becomes 'ir'	<b>Prefixes 'un'</b> means 'not'. <b>'ex'</b> means former. <b>Anti</b> means opposing	<b>Prefixes – 'fore'</b> - before <b>'post'</b> – after/later <b>'pre'</b> - before <b>'re'</b> - again	<b>Digraphs and trigraphs</b> ir, er, ur, or, ore, au, aw, augh, ough
Grammar/Punctuation Focus Teaching	Apostrophes for possession	Prepositions Prepositional phrases	Sentences revision (co-ordinating, subordinating, relative)	Determiners	Simple past Progressive past Perfect past Progressive perfect past	Simple present Progressive present Perfect present Progressive perfect present	Semi-colons
Reading Comprehension	Alternative Santa b, d, a, c, h	Pirates b, d, a, c	Inuit people b, d, a, c	Ready for take off b, d, a, c	Adventures outdoors b, d, a, c	Tiger b, d, a, c,	Problem with plastic b, d, a, c, g
Poetry	Dreams - Langston Hughes (Symbolic)						
Bookclub/ class read							
Linked curriculum texts							

## Spring 2

Just So Stories/ Journey to Jo'burg

	Week 1	Week 2	Week 3	Week 4	Week 5
Extended Writing Genre	Setting Description			Newspaper Report	
Spelling Focus Teaching	<b>Prefixes</b> Inter micro Auto sub	<b>Prefixes</b> under Out Over super	<b>Words ending (Y5)</b> <b>ant, ance, ancy</b> <b>ent, ence, ency</b> For related words with 'long a' in the same place use 'ant'	<b>Words ending (Y5)</b> <b>ent, ence, ency</b> Use -ent after soft c, soft g	<b>Noun suffixes</b> 'ness'-quality /state 'ment'-action/state 'ship'-state/condition
Grammar/Punctuation Focus Teaching	Colons	Formal vocabulary Informal vocabulary Standard English	Modal verbs Verbs in the perfect form	Phrases and clauses	Sentences revision (co-ordinating, subordinating, relative)
Reading Comprehension	The Perfect Pluto b, d, a, c, f	Test week Free reading	Diving the depths b, d, a, c, h	The Dragonfly b, d, a, g, h	Beneath the Waves b, d, a, c, g
Poetry	The Pobble Who Has No Toes - Edward Lear (Resistant)				
Bookclub/ class read					
Linked curriculum texts					

Summer 1 Survivors						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre	Explanation			Narrative		
Spelling Focus Teaching	<b>Adjective suffixes</b> <b>ful</b> -full of <b>'less'</b> -without	<b>Words ending –cious, tious, cial, tial</b> The 'shus' sound- spelt as 'cious' at the end of an adjective. 'tious' -few words. 'shul' sound: 'tial' is used after a consonant -'cial' is used after a vowel.			<b>Adverb suffixes</b> Adding ly to words correctly	<b>Word ending-ture, sure</b>
Grammar/Punctuation Focus Teaching	Bullet Points	Subject and Object	Passive voice Active voice	Synonyms and Antonyms	Determiners	Inverted commas and punctuation
Reading Comprehension	Sketches to Cinema b, d, a, c, f	Can't Go Over or Under b, d, a, c, f	Chioke's Chance b, d, a, c, e	Angel of the North b, d, a, c, e	Cows on the Beach b, d, a, c, e	Welcome to York b, d, a, c, f
Poetry	If- Rudyard Kipling (Archaic)					
Bookclub/ class read	Survivors					
Linked curriculum texts						

Summer 2 Survivors						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre	Biography		Letter to Kenya		Poetry	
Spelling Focus Teaching	<b>Words ending-{Y4/5) able, ably</b> Root word ends in ‘e’ it is often dropped before adding the suffix unless the word ends in ‘ce’ or ‘ge’ when the ‘e’ must be kept. y’ often changes to ‘i’	<b>Words ending-{Y4/5) ible, ibly</b> Root word ends in ‘e’ it is often dropped before adding the suffix unless the word ends in ‘ce’ or ‘ge’ when the ‘e’ must be kept. y’ often changes to ‘i’	<b>Suffix- ise</b> Nouns and adjectives can be converted into verbs by using the suffix -ise. <b>Suffix -ify</b> Nouns and adjectives can be converted into verbs by using the suffix -ify. <b>Suffix- ate</b> Nouns and adjectives can be converted into verbs by using the suffix–ate.			<b>Words ending-{Y2/3/4) sion, tion, cian, ssion</b> ‘sion’ words-formed from verbs ending ‘se’ ‘d’ or ‘de’-ssion is used if word ends in –ss or –mit/ -cian is used if word ends in –c or –cs -tion is used if the root word ends in –t or -te
Grammar/Punctuation Focus Teaching	Prepositions Prepositional phrases	Sentences revision (co-ordinating, subordinating, relative)	Adverbials	Apostrophe Contraction/possession	Possessive pronouns	
Reading Comprehension	Detective Nimble b, d, a, c, h	Test week Free reading	Peppermint path b, d, a, c, g	Crocodile tale b, d, a, e, e	Starbooks focus	
Poetry	The Spider and The Fly -Mary Howitt (Archaic)					
Bookclub/ class read						
Linked curriculum texts						