



Poulton Lancelyn

English

Long Term Plan

Y5

2022/23

**Autumn 1**  
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             | Character Description                             |                                                                           |                                                                           | Formal Letter                                                             |                                                                               |                                                                                        | Informal Letter                                                                      |
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| Spelling Focus Teaching            | ing and ed endings<br>Irregular verbs             | Comparative/superlative (er, ier and est)                                 | Plural – s, es, ies                                                       | Adding y                                                                  | Homophones                                                                    | Homonyms<br>Homographs                                                                 | Silent letters                                                                       |
| Grammar/punctuation Focus Teaching | Capital letters<br>Full stops                     | Articles<br>Nouns<br>Adjectives<br>Noun phrases                           | Verbs<br>Adverbs<br>Adverbials<br>Fronted adverbials                      | Co-ordinating clauses (compound sentences)<br>Co-ordinating conjunctions  | Subordinate clauses<br>Subordinating conjunctions<br>Commas                   | Relative clauses<br>Commas<br>Relative pronouns                                        | Question marks<br>Exclamation marks<br>Questions/exclamations<br>Statements/commands |
| Reading Comprehension              | Identifying NFRs<br>Poetry                        | 2b<br>M – Ghost<br>T – Elephants<br>W - Elephants<br>T – Wind<br>F – Wind | 2a<br>M - Ghost<br>T - Elephants<br>W - Elephants<br>T – Wind<br>F - Wind | 2d<br>M - Ghost<br>T - Elephants<br>W - Elephants<br>T – Wind<br>F - Wind | 2e<br>M- Paws<br>T- Jake/Bill<br>W- Jake/Bill<br>T- Croc Tale<br>F- Croc Tale | 2c/2h<br>M –Visiting day<br>T – Ghost<br>W – Elephants<br>T – Visiting day<br>F – Wind | 2g/2f<br>M – Wind<br>T – Ghost<br>W – Jake/Bill<br>T – Elephants<br>F – Peppermint   |
| Poetry                             | <i>Sky in the Pie</i> - 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             | Informal Letter (cont)                                                                           | Newspaper Report                                                                                                          |                                                                                                                        |                                                                                                                   | Non-chronological Report                                                                                                             |                                                                                                             |                                                                     |
| Spelling Focus Teaching            | <b>Consonant spellings</b> -<br>que/'ck/'ch' sounding k<br>'sc' sounding 's' 'c'<br>sounding 's' | <b>Consonant spellings</b> -<br>'s' sounding 'z' 'y'<br>sounding 'i' 'gue'<br>sounding 'g'<br>'g'/'ge'/'dge' sounding 'j' | <b>Consonant spellings</b> -<br>'th' sounding 't' 'gh'/'ph'<br>sounding 'f'<br>'wh' sounding 'w' 'qu'<br>sounding 'kw' | <b>Short vowel sounds</b> -<br>a/ea/sounding 'e'<br>i/o/u/y/sounding 'i' a<br>sounding o o/ou/oo/<br>sounding 'u' | <b>Long vowel sounds</b> - ei/ai<br>sounding long á ea/ie<br>sounding long é                                                         | <b>Long vowel sounds</b> -<br>i/i-e sounding long í<br>ow/ou sounding long ó<br>u sounding long ú           | <b>Digraphs and trigraphs</b> -<br>oi,oy ow, ou ar<br>air, are, ear |
| Grammar/Punctuation Focus Teaching | Inverted commas and punctuation                                                                  |                                                                                                                           | Commas in list<br>Commas to clarify meaning                                                                            | Parenthesis<br>Single dashes                                                                                      | Cohesion:<br>Adverbials<br>Determiners<br>Conjunctions<br>Pronouns                                                                   | Proper nouns<br>Pronouns<br>Possessive pronouns                                                             | Apostrophe Contraction                                              |
| Reading Comprehension              | 2b<br>M – Visiting day<br>T – Paws<br>W – Paws<br>T – Jake/Bill<br>F - Jake/Bill                 | 2a<br>M – Visiting day<br>T – Pawsitively<br>W – Pawsitively<br>T – Jake/Bill<br>F - Jake/Bill                            | 2d<br>M – Visiting day<br>T – Pawsitively<br>W – Pawsitively<br>T – Jake/Bill<br>F - Jake/Bill                         | Testing week                                                                                                      | 2c/2h/2e<br>M – C – Crocodile tale<br>T – C - Pawsitively<br>W – h – Inuit people<br>T – h – Detective Nimble<br>F – e – Pawsitively | 2g/2f<br>M – e- Chiokes<br>chance<br>T –g – Take off<br>W – g - Pirates<br>T – f - Outdoos<br>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                                                                   |
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| Extended Writing Genre             | Narrative - Just So stories                    |                                                                          |                                                                                                                          |                                                                                                                                                                                                                                       | Diary Entry                                                                            |                                                                                                         |                                                                          |
| Spelling Focus Teaching            | <b>Digraphs and trigraphs</b><br>ear, ere, eer | <b>Digraphs and trigraphs</b><br>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><br>ir, er, ur, or, ore, au, aw, augh, ough |
| Grammar/Punctuation Focus Teaching | Apostrophes for possession                     | Prepositions<br>Prepositional phrases                                    | Sentences revision (co-ordinating, subordinating, relative)                                                              | Determiners                                                                                                                                                                                                                           | Simple past<br>Progressive past<br>Perfect past<br>Progressive perfect past            | Simple present<br>Progressive present<br>Perfect present<br>Progressive perfect present                 | Semi-colons                                                              |
| Reading Comprehension              | Alternative Santa<br>b, d, a, c, h             | Pirates<br>b, d, a, c                                                    | Inuit people<br>b, d, a, c                                                                                               | Ready for take off<br>b, d, a, c                                                                                                                                                                                                      | Adventures outdoors<br>b, d, a, c                                                      | Tiger<br>b, d, a, c,                                                                                    | Problem with plastic<br>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><br>Inter<br>micro<br>Auto<br>sub     | <b>Prefixes</b><br>under<br>Out<br>Over<br>super             | <b>Words ending (Y5)</b><br><b>ant, ance, ancy</b><br><b>ent, ence, ency</b><br>For related words with 'long a' in the same place use 'ant' | <b>Words ending (Y5)</b><br><b>ent, ence, ency</b><br>Use -ent after soft c, soft g | <b>Noun suffixes</b><br>'ness'-quality /state<br>'ment'-action/state<br>'ship'-state/condition |
| Grammar/Punctuation Focus Teaching | Colons                                               | Formal vocabulary<br>Informal vocabulary<br>Standard English | Modal verbs<br>Verbs in the perfect form                                                                                                    | Phrases and clauses                                                                 | Sentences revision (co-ordinating, subordinating, relative)                                    |
| Reading Comprehension              | The Perfect Pluto<br>b, d, a, c, f                   | Test week<br>Free reading                                    | Diving the depths<br>b, d, a, c, h                                                                                                          | The Dragonfly<br>b, d, a, g, h                                                      | Beneath the Waves<br>b, d, a, c, g                                                             |
| Poetry                             | The Pobble Who Has No Toes - Edward Lear (Resistant) |                                                              |                                                                                                                                             |                                                                                     |                                                                                                |
| Bookclub/ class read               |                                                      |                                                              |                                                                                                                                             |                                                                                     |                                                                                                |
| Linked curriculum texts            |                                                      |                                                              |                                                                                                                                             |                                                                                     |                                                                                                |

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

| Summer 2<br>Survivors              |                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         |                                      |                     |                                                                                                                                                                                                                                                 |
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|                                    | 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><br>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><br>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><br>Nouns and adjectives can be converted into verbs by using the suffix -ise.<br><b>Suffix -ify</b><br>Nouns and adjectives can be converted into verbs by using the suffix -ify.<br><b>Suffix- ate</b><br>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<br>Prepositional phrases                                                                                                                                                               | Sentences revision<br>(co-ordinating, subordinating, relative)                                                                                                                                      | Adverbials                                                                                                                                                                                                                                                                                              | Apostrophe<br>Contraction/possession | Possessive pronouns |                                                                                                                                                                                                                                                 |
| Reading Comprehension              | Detective Nimble<br>b, d, a, c, h                                                                                                                                                                   | Test week<br>Free reading                                                                                                                                                                           | Peppermint path<br>b, d, a, c, g                                                                                                                                                                                                                                                                        | Crocodile tale<br>b, d, a, e, e      | Starbooks focus     |                                                                                                                                                                                                                                                 |
| Poetry                             | The Spider and The Fly -Mary Howitt (Archaic)                                                                                                                                                       |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         |                                      |                     |                                                                                                                                                                                                                                                 |
| Bookclub/ class read               |                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         |                                      |                     |                                                                                                                                                                                                                                                 |
| Linked curriculum texts            |                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         |                                      |                     |                                                                                                                                                                                                                                                 |