

ENGLISH Long Term Planning - Summary of YEAR 5 Units

AUTUMN 1	AUTUMN 2
<p><u>Englebert Sneem and his Dream Vacuum Machine</u></p> <p>Children will have retold the story in first person from the main character's point of view. They will link ideas across paragraphs using adverbials of time and place and use a range of vocabulary and grammar choices to enhance the effect for the reader. Children will use further organisational and presentational features to produce a set of instructions and will proof read their work for spelling and punctuation errors. They will use a range of varied sentence structures and choose the best writing implement to produce letters and setting descriptions.</p>	<p><u>Friend or Foe</u></p> <p>Children will have developed their ability to plan writing by identifying the correct audience and purpose to write a newspaper report detailing the main event in the story. Children will use a wide range of devices to build cohesion between paragraphs in order to write a short evacuation story in first story and will infer a character's thoughts and emotions in order to write a letter from their perspective. Children will look at the key features of discussion texts in order to derive their own. They will develop their handwriting skills by writing fluently with increasing speed by deciding whether or not to join specific letters.</p>
SPRING 1	SPRING 2
<p><u>I was a Rat</u></p> <p>Children will have developed further their inference skills in order to explore a character's motives throughout the story and be able to recognise the use of irony and ambiguity through the language the author has chosen to use. In non-fiction writing, children will attempt to adopt the appropriate tone to produce a formal letter explaining their viewpoint and they will also use role play to take part in a debate where express their opinions with expression and intonation. Children will use the author's text as a basis to developing their own additional chapter written in the style of Phillip Pullman where they will integrate dialogue to convey a character and advance the action.</p>	<p><u>The Chicken Gave it to Me</u></p> <p>Children will have taken part in lots of class discussions based on some real life emotive subjects and they will comment on the success of the text in provoking particular responses in the reader. In order to produce a non-fiction report, children will establish their viewpoint and ensure that this is maintained throughout whilst developing their point logically, justifying their reasoning. They will develop further, their use of paragraphing, using relative clauses and adverbs of varying degree to produce a diary entry in first person and then proof read their writing to assess and improve its effectiveness. To conclude the unit, children will select the appropriate form and use other similar writing as a model to produce a persuasive letter.</p>
SUMMER 1	SUMMER 2
<p><u>Firework Maker's Daughter</u></p> <p>Children will have travelled on a journey alongside the main character, inferring her thoughts, feelings and actions in order to rewrite the story as a first person narrative. They will discuss the author's use of figurative language and magpie some of this in order to produce a descriptive shape poem about fireworks. After constructing their poems, children will work on performing their shape poems to their peers with clarity using the correct intonation. Children will also use the present perfect form of verbs to produce a letter and embed their use of figurative language and descriptive devices to write a setting description.</p>	<p><u>The Black Dog</u></p> <p>Children will have developed their use of paragraph structure to control the shape their story and will have used a range of devices to ensure cohesion within paragraphs to write a similar story that follows the same structure and theme. Children will embed their use of compound, complex and expanded sentences and ensure that commas are used correctly to avoid ambiguity to produce a letter in the style of an Agony Aunt. Throughout the unit, children will ask questions to develop their understanding and make plausible predictions about what might happen next. They will compare this story with a previous story studied, in order to discuss similar themes and how the authors have portrayed these differently.</p>