

Warley Road Academy English Curriculum Long Term Plan

Year 5



Topics	There's No Place Like Home - Yorkshire	The Mysterious Maya	Hola Mexico	Anglo Saxon Invaders and Settlers	Vicious Vikings A Force to be Reckoned With!	Biomes O'Plenty
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Key Text WRITING		<p style="text-align: center;">BARN OWLS NON-FICTION TEXTS</p>	<p style="text-align: center;">CHICHEN ITZA NON-FICTION TEXTS</p>		<p style="text-align: center;">THE VIKINGS NON-FICTION TEXTS</p>	
Whole Class GUIDED READING	<p style="text-align: center;">NON-FICTION FOCUS: BRITISH BIRDS AND MAMMALS</p>	<p>Street Child by Berlie Doherty</p> <p style="text-align: center;">NON-FICTION FOCUS: THE ANCIENT MAYA CIVILISATION</p>	<p>Street Child by Berlie Doherty</p> <p style="text-align: center;">NON-FICTION FOCUS: MEXICO</p>	<p>Short extracts from a variety of genre.</p> <p style="text-align: center;">NON-FICTION FOCUS: THE ANGLO-SAXONS</p>	<p>Clockwork by Philip Pullman</p> <p style="text-align: center;">NON-FICTION FOCUS: THE VIKINGS</p>	<p style="text-align: center;">NON-FICTION FOCUS: BIOMES</p>
Storytime	<p>The Iron Man by Ted Hughes</p>	<p>Street Child by Berlie Doherty</p>	<p>Street Child by Berlie Doherty</p>	<p>Beowulf by Michael Morpurgo</p>	<p>The Saga of Erik the Viking by Terry Jones</p>	<p>Harry Potter and the Philosopher's Stone by J K Rowling</p>

Reading for Pleasure Texts	Library	Library	Library	Library	Library	Library
Rhymes and Poems	Various Poems by Robert MacFarlane		Beowulf		The River's Story by Brian Pattern	
Non-Fiction Text	British Wildlife	The Maya Civilisation	Mexico	The Anglo-Saxons	The Vikings	Biomes
Writing Text Type	Narrative: Adventure Poetry	Barn Owl Non-Chronological Report Narrative: Myth	Narrative: Myth (Continued) Persuasive Writing: Holiday Brochure	Narrative: Legends Narrative: Horror	Narrative: Horror Continued Balanced Argument	Narrative: Fantasy Letter and Diary Writing
Writing genres	<p>The Iron Man Descriptive writing in the style of Ted Hughes.</p> <p>The Lost Words Poetry Compose kennings, haiku, acrostic and rhyming poems that focus on endangered British animals. Skills focus: figurative language, bullet points, colons to introduce lists and vocabulary development.</p>	<p>Relative Clauses: The Maya</p> <p>Barn Owl Report Skills focus: precisising, adverbials, prepositions, expanded noun phrases and presentational devices.</p> <p>Subordinating and Coordinating Conjunctions: The Maya</p>	<p>Narrative: Myth Setting descriptions of the six 'Houses' endured by the Hero Twins. Skills focus: relative clauses, multi-clause sentences.</p> <p>Parenthesis: The Day of the Dead</p> <p>Persuasive Writing - Holiday Brochure A Tourist's Guide to Chichen Itza Skills focus: notetaking, persuasive language, coordinating conjunctions and compound sentence punctuation, subordinating conjunctions and complex sentence punctuation.</p>	<p>Beowulf: Drama Character Descriptions</p> <p>Narrative: Horror The Wolves in the Wall Setting, character and atmosphere descriptions that include dialogue. Skills focus: inverted commas, parenthesis and multi-clause sentences.</p>	<p>Narrative: Horror The Wolves in the Wall continued</p> <p>Viking Explanation – Oral explanation of artefacts</p> <p>Balanced Argument Should the Vikings stay in Denmark?</p>	<p>Narrative: Fantasy The Philosopher's Stone Setting, character and atmosphere descriptions that include dialogue. Skills focus: inverted commas, parenthesis, figurative language and multi-clause sentences.</p> <p>Diary Writing Harry's 11th birthday diary entry Skills focus: modal verbs and adverbs of time.</p>
Grammar and Punctuation	<ul style="list-style-type: none"> Figurative Language: simile, metaphor, onomatopoeia, personification and alliteration. Linking ideas across paragraphs using adverbials of time, place and number. Use expanded noun phrases to convey complicated information concisely. Apostrophe for possession. 	<ul style="list-style-type: none"> Devices to build cohesion, including adverbials of time, place and number. Relative pronouns and relative clauses. Compound sentences using coordinating conjunctions. Complex sentences and commas for subordination. 	<ul style="list-style-type: none"> Brackets for parenthesis. Dashes for parenthesis. Commas for parenthesis. Inverted commas. Prepositions and prepositional phrases. Using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> Prepositions and prepositional phrases. Inverted commas. Apostrophe for contraction. Apostrophe for possession. 	<ul style="list-style-type: none"> Indicating degrees of possibility using modal verbs: might, should, will etc. Indicating degrees of possibility using adverbs: perhaps, surely etc. Devices to build cohesion within a paragraph. 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing.
Spelling	Investigate, define and spell words that sound like shus and are spelt cious and tious. Investigate, define and spell words that sound like shul and	Investigate, define and spell words that end in ant, ent, ance, ence, ancy and ency.	Investigate, define and spell words that end in able, ible, ably and ibly.	Investigate, define and spell words with the ee sound spelled ie or ei after c.	Investigate, define and spell words that have silent letters. Investigate, define and spell homophones and near homophones.	Convert nouns or adjectives into verbs using suffixes. Focus: ate, ise, en and ify.

	are spelt with the ending cial and tial.		Investigate, define and spell words with the ee sound spelled ie or ei after c.	Investigate, define and spell words spelt with the letter string ough.		Investigate, define, spell and use verb prefixes. Focus: <i>re. mis, de and dis.</i>
<p>Use dictionaries to check the spelling and meaning of words and use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Continue to investigate, define and spell words from the statutory word-lists for years 3 and 4 and years 5 and 6. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p>						



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