



English Curriculum

Long Term Plan – 2025-2026 – Year 5

| Year 5 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text/Book/Poem | Wind in the Willows - The River Bank | Beowulf (Usbourne classics) | Shackleton's Journey Antarctica | Greek Myths - Various | The Matchbox Diary | Robin Hood - Usborne Version |
| Genres/ Writing Outcomes | Letters Diaries | Narrative | Poetry Non-Chron | Newspaper Diary | Narrative - flashback | Persuasive letter Non-Chron |
| Class Story | Wind in the Willows (Further Stories) | Anglo-Saxon Boy - Tony Bradman | Odd and the Frost Giants - Neil Gaiman | Who let the God's out? | The Jungle Book - Rudyard Kipling | Outlaw - Michael Morpurgo |
| <u>Reading Skills</u> | <p>I can make connections between other similar texts, prior knowledge and experience</p> <p>I can identify significant ideas , events and characters and discuss their significance</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can make predictions from what has been read</p> <p>I can justify inferences with evidence from the text</p> | <p>I can use meaning-seeking strategies to explore the meaning of words in context</p> <p>I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>I can present an oral overview or summary of a text</p> <p>I can use text marking to identify key information and make notes</p> <p>I can identify significant ideas, events and characters and discuss their significance</p> | <p>I can learn poems by heart.</p> <p>I can prepare poems to perform, showing understanding through intonation, tone, volume and action</p> <p>I can read non-fiction texts and identify purpose, structures and grammatical features evaluating how effective they are</p> <p>I can comment on the writer's use of language for effect. e.g similes and personification</p> <p>I can identify how language, structure and presentation contribute to meaning</p> | <p>I can present the author's viewpoint of a text</p> <p>I can use text marking to identify key information in a text and make notes.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I know the difference between fact and opinion</p> <p>I can justify inferences with evidence from the text</p> <p>I can summarise the main ideas from a text</p> | <p>I can make connections between other similar texts, prior knowledge and experience</p> <p>I can explain a personal point of view and give reasons for this</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context</p> <p>I can comment on writer's use of language for effect. E.g. precisely chosen adjectives & similes</p> | <p>I can present a personal point of view based on what has been read</p> <p>I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader</p> <p>I can identify the effect of the context on a text. For example, historical or other cultures</p> <p>I can present a personal point of view based on what has been read</p> |
| <u>Writing outcomes</u> | | | | | | |



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| <u>Writing Composition</u> | <u>Planning writing</u> I can discuss the audience for and purpose of the writing and select an appropriate form. I can note and develop initial ideas, drawing on reading and research where necessary <u>Draft & Write</u> I can select appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning I can identify and summarise the main points in order. <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure the consistent and correct use of tense. | <u>Planning writing</u> In narratives, I can describe settings and develop characters through action and dialogue. <u>Draft & Write</u> I can describe settings, characters and atmosphere integrating dialogue to convey character and advance the action I can use a wide range of devices to build cohesion within and across paragraphs <u>Evaluate & edit</u> I can proof-read for spelling and punctuation errors I can ensure the consistent and correct use of tense. | <u>Planning writing</u> I can discuss the audience for and purpose of the writing. <u>Draft & Write</u> I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining <u>Evaluate & edit</u> I can assess the effectiveness of my own and others' writing. I ensure the consistent and correct use of subject and verb agreement when using singular and plural. | <u>Planning writing</u> I can discuss the audience for and purpose of the writing and select an appropriate form. I can note and develop initial ideas, drawing on reading and research where necessary <u>Draft & Write</u> I can select appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning I can use a wide range of devices to build cohesion within and across paragraphs <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to clarify meaning. I can ensure the consistent and correct use of tense | <u>Planning writing</u> I can discuss the audience & purpose of the writing, select appropriate form and use other similar writing as models. In narratives, I can describe settings and develop characters through action and dialogue. <u>Draft & Write</u> I can describe settings, characters and atmosphere integrating dialogue to convey character and advance the action I can select appropriate grammar and vocabulary to enhance meaning. <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | <u>Planning writing</u> I can discuss the audience & purpose of the writing, select appropriate form and use other similar writing as models. <u>Draft & Write</u> I can use organisational and presentational devices to structure text & guide readers e.g. headings, bullet points, underlining I can use a wide range of devices to build cohesion within and across paragraphs I can write a precis for longer passages identifying the main points in order. <u>Evaluate & edit</u> I ensure the consistent and correct use of subject and verb agreement when using singular and plural. |
| | <u>Grammar & Punctuation</u> | I can use adverbs or modal verbs to indicate a degree of possibility. | I can use paragraphs to organise and sequence more extended narrative structures (organise settings, | I can use paragraphs to organise more complex information and themes | I can use adverbs or modal verbs to indicate a degree of possibility. | I can use paragraphs to organise and sequence more extended narrative structures (organise settings, |



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| | <p>I can use relative clauses. (who, which,)</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use brackets and commas to indicate parenthesis.</p> | <p>characters, events and atmosphere)</p> <p>I can use relative clauses. (who, which, where)</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> | <p>I can use brackets and commas to indicate parenthesis.</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can punctuate bullet points consistently</p> <p>I can use figurative language to create effects in writing e.g. simile, metaphor and personification.</p> | <p>Use paragraphs to organise more complex information and themes</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> | <p>characters, events and atmosphere)</p> <p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can start sentences in different ways.</p> | <p>Use paragraphs to organise more complex information and themes</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can punctuate bullet points consistently</p> |
| <u>Transcription</u> | <p>I can spell words with 'silent' letters</p> | <p>I can use further prefixes and understand the guidance for adding them (Form verbs with prefixes dis- de- mis- over- re-</p> <p>I can use a thesaurus to improve my word choices.</p> | <p>I can use further suffixes and understand the guidance for adding them. Convert nouns or adjectives into verbs by adding a suffix -ate, -ise, -fy.)</p> | <p>I can distinguish between homophones and other words which are often confused</p> | <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,</p> | <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,</p> |

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| Ongoing Spelling | <ul style="list-style-type: none"> - Continue to distinguish between homophones and other words which are often confused - Continue to use a dictionary effectively. |
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