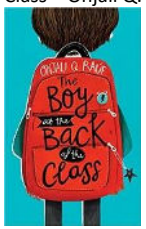
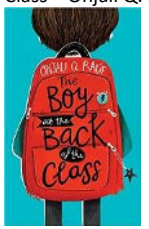
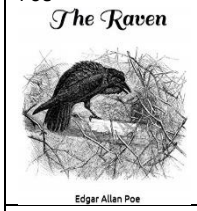
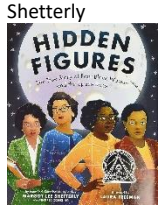
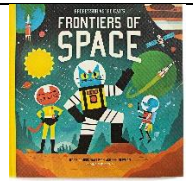
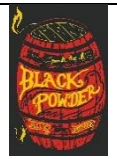
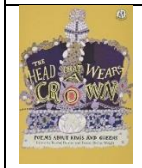
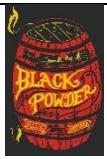
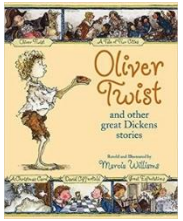
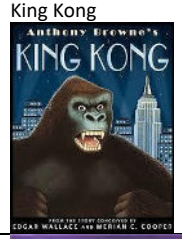
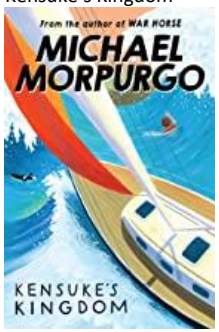
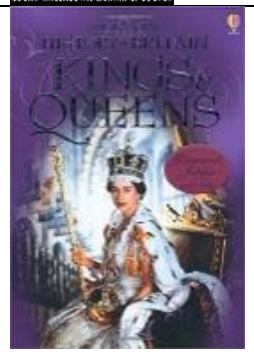
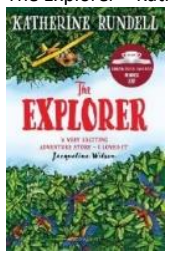
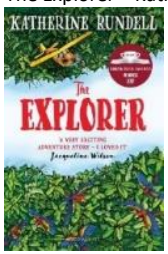
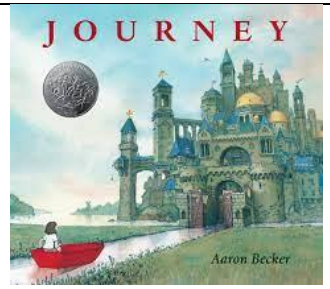
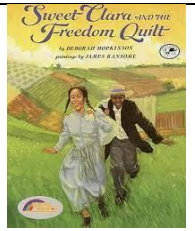
Guillemont Junior School

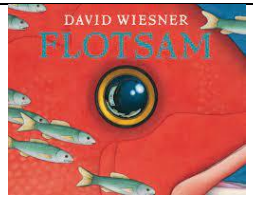
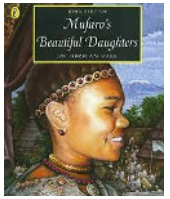
English Long Term Plan Year 5

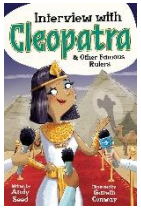
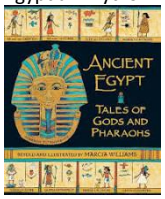
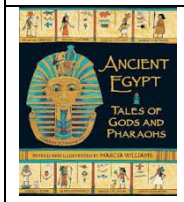
Autumn Term							
Poetry focus: The Raven							
	Project link (if applicable)	Key text	Writing outcomes	Purpose and audience	NC objectives covered Speaking and Writing	Parallel text / linked guided reading	Class reader (How does this support inclusion and diversity?)
Autumn 1	Why is Earth our Home?	Video – Baboon on the moon 	Narrative	P = To entertain A = Peers F = short story V = 1st or 3rd person	Year 4 revision: Word classes Expanded noun phrases Fronted adverbials with a comma Select grammar and vocabulary for meaning(Yr5)	There's a Boy in the Girls' Bathroom – Louis Sacher  Refugee by Brian Bilston	There's a Boy in the Girls' Bathroom – Louis Sacher  Theme: inclusion – feeling different and bullying
		The Boy at the Back of the Class – Onjali Q. Rauf.  Refugee by Brian Bilston	Letter writing (Formal) Diary entry	P = To persuade A = The Queen F = Letter (Formal) V = 1st person P = to inform/entertain A = themselves F = diary V = 1st person	Subordinate clauses Coordinate clauses Expanded noun phrases (including relative clauses) Relative clauses Causal conjunctions		The Boy at the Back of the Class – Onjali Q. Rauf.  Theme: diversity – refugees
		The Raven – Edgar Allen Poe 	Poetry stanza writing in the style of the author To recite poetry To perform poetry	P = To entertain A = anyone F = poem V = 1st person - main speaker of the poem	Structure of poetry Commas for clarity Syllables Rhyme Figurative language Performance of poems Speak audibly and fluently	Hidden Figures by Magot Lee Shetterly 	
		Non-fiction texts such as:	Non-chron report about a home in space.	To inform	Parenthesis	Range of non-fiction texts including:	

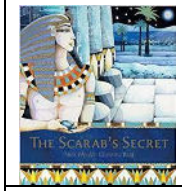
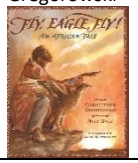
		 A Galaxy of Her Own: Amazing Stories of Women in Space – Libby Jackson		Peers	Organisational devices and paragraphing Technical vocab Impersonal voice Fronted adverbials	 Professor Astro Cat's Frontiers of Space – Dominic Walliman	
Site of application	Letter – PBL books answering Why is Earth our Home?						
Poetry Thread	The Head that wears the crown poems by Rachel Piercy and Emma Wright						
Autumn 2	Should the monarchy's power be restored?	El Caminante short film 	Descriptive writing	P = To entertain A = children choose F = description V = 3rd person	Expanded noun phrases Commas for list Parenthesis	Stitch Head Guided Reading 	
		 Stitch Head by Guy Bass	Instructional writing- Manual to make your own creation	P = To inform/entertain A = children F = story ending V = 3rd person	Expanded Noun Phrases Relative clauses Brackets, commas Modal verbs Cohesive devices across paragraphs Converting nouns and adjectives by using '-ate', '-ise' or '-ify'		
		Horrible Histories 	Information page	P = Inform A = children F = information page V = informal 3rd/2nd person	Expanded noun phrases Dashes for parenthesis Bullet points Apostrophes for possession and contraction Technical vocabulary Writing in the style of an author	 Black Powder by Ally Sherrick  The Head that wears the crown poems by Rachel Piercy and Emma Wright	 Black Powder by Ally Sherrick Theme: terrorist actions (Prevent safeguarding conversations)
Site of application	Information page in PBL						

Spring Term							
Poetry Thread: The Highwayman							
	Project link (if applicable)	Key text	Writing outcomes	Purpose and audience	NC objectives covered Speaking and Writing	Parallel text / linked guided reading	Class reader (How does this support inclusion and diversity?)
Spring 1	Should the monarchy's power be restored? Part 2	The Highway Man – Alfred Noyes 	To write an alternative ending. Character description.	P = To entertain & engage A = Peers F = story ending/ poem V = 3rd person P = to describe A = children F = character description V = 3rd person	Figurative language (similes, metaphors, alliteration and personification) Expanded Noun Phrases gain, maintain and monitor the interest of the listener speak audibly and fluently with an increasing command of Standard English	Oliver Twist Guided reading 	
		King Kong 	Newspaper article	P = Inform and entertain A = the people of NY F = Newspaper article V = 3rd person	Punctuation including commas, dashes, brackets and inverted commas Direct and Indirect Speech Note-taking Relative clauses	Kensuke's Kingdom 	
		 The Usborne History of Britain Kings and Queens	Non-chronological report on chosen monarch Balanced argument on 'Should the monarchy's power be restored?'	P = To inform A = a historian F = non-chronological report V = 3rd person P = To discuss A = A Historian F = Report V = 3rd person/2nd person	Rhetorical questions Parenthesis Alliteration Imperative verbs Adjectives and expanded noun-phrases Fronted adverbials Conjunctions	Theme:	

Site of application	Non-chron on chosen Monarch						
Poetry Thread	Poems of the week						
Spring 2	Would the world be the same without waterfalls?	The Explorer – Katherine Rundell 	Poetry- Kennings	P= to entertain A=Peers F= A Kenning V=3rd Person	Expanded noun phrases Figurative language	The Explorer – Katherin Rundell  Theme:	
			Newspaper report	P = Inform and entertain A = the people of London F = Newspaper article V = 3rd person	Senses use of tense Parenthesis Colon to introduce a list		
			Diary Entry	P = To inform and reflect A = Myself F = diary entry V = 1st person	Emotive language Paragraphing Semi-colons	Guided Reading – Author visit	
			Narrative story ending	P = To entertain A = Peers F = story V = 3rd person	Varied sentence types Expanded noun phrases (including relative clauses) Precise vocabulary to describe	 Sweet Clara and the freedom quilt by Deborah Hopkinson	
Site of application	Newspaper report The Explorer						

Summer Term							
	Project link (if applicable)	Key text	Writing outcomes	Purpose and audience	NC objectives covered Speaking and Writing	Parallel text / linked guided reading	Class reader (How does this support inclusion and diversity?)
Poetry Thread	Poems linked to Flotsam						
Summer 1 Swanage trip (1 week)	Coasts/ The sea	 Flotsam by David Weisner	Setting and character description Narrative Poetry	P = to describe A = children F = descriptive paragraph V = 3rd person P = To entertain A = children F = story V = 3rd person P = To entertain A = children F = poetry V = 3rd person	Fronted adverbials Prepositional phrases, Variety of clause structures, Cohesive device within and across sentences and paragraphs, Commas for clarity and emphasis Semi-colon Parenthesis	Time travelling with a hamster by Ross Welford  Can become class reader and be read on trip Theme: diversity – British/Indian main character	
	Are the UK's coastlines worth saving?	 What a Waste –Jess French Range of Youtube speeches	Persuasive speeches – competition	P = To persuade A = the general public F = persuasive speech V = 1st person/2nd person	Persuasive language Relative pronoun Relative clause Commas for emphasis Modal verbs and adverbs Degrees of possibility listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge select and use appropriate registers for effective communication.	Guided Reading - Mufaro's Beautiful Daughter by John Steptoe 	
Site of application	Recount of Swanage trip or day while they were at school in PBL						

Poetry Thread	Witches poems based from Macbeth						
Summer 2	If you were an Ancient Egyptian, what would you place tomb?	An interview with Clopatra  	An interview with an Ancient Egyptian God or Pharaoh	P = To entertain/inform A = children F = an interview V = 1st person/2nd person	Tense cohesion parenthesis Fronted prepositional phrases Colons give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments articulate and justify answers, arguments and opinions	Guided Reading Egyptian myths  	
		 Ancient Eygptian myths	Describing their own mythical beast	P = to entertain A = the natural history museum F = Character description V = 3rd person	Expanded noun phrases including relative clauses Semi-colons to add detail Parenthesis Precise vocabulary		
	Shakespeare Week	Macbeth  	Narrative Poetry	To entertain Writing competition (TBC)	figurative language Embedded –ed clause Moving parts of sentences around for effect semi colons direct speech use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English	 Macbeth	

					participate in discussions, presentations, performances, role play, improvisations and debates		
	If you were an Ancient Egyptian, what would you place tomb?	Youtube explanation video The Pyramids of Egypt – How were they built (water theory) 	Explanation of how the pyramids were built	To explain and inform Adults	Technical vocabulary Relative clauses Relative pronouns Adverbials colons to introduce lists	The Scarab's Secret by Nick Would and Christina Balti 	
						Fly Eagle fly by Christopher Gregorowski 	
Site of application	Writing an Egyptian narrative for Summer 1 project.						