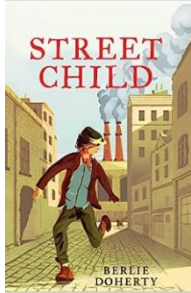
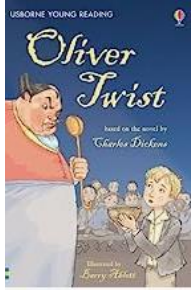
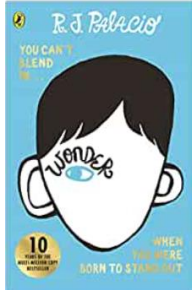
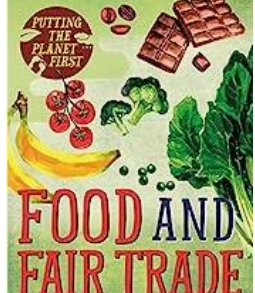
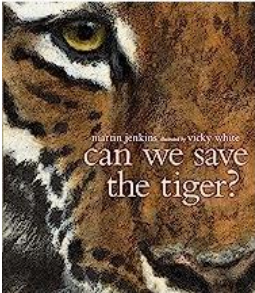
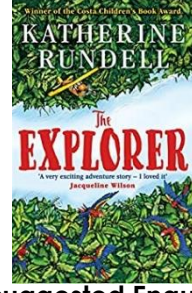
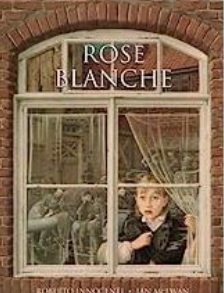
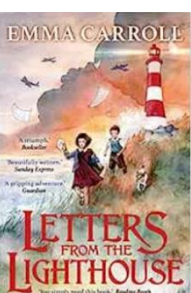
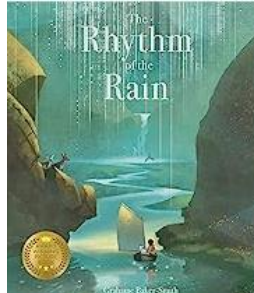
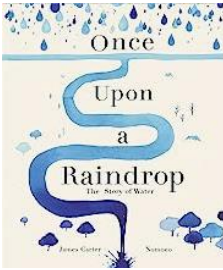
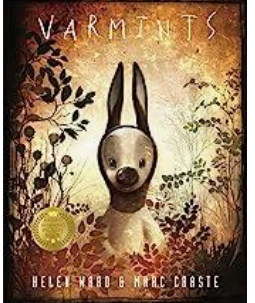
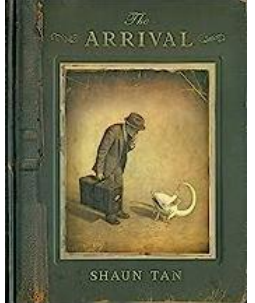


WJS English Long Term Plan Year 5 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	Why was the industrial revolution so important? 6 weeks and 3 days	Who is trading with whom? 7 weeks 3 days	Can we save the tiger? 5 weeks	How are lives saved? 5 weeks 4 days	Where does our water come from? 5 weeks 3 days	How do we try to survive? 7 weeks 3 days
Key texts	<p>Key recommended texts: Street Child by Berlie Doherty</p>  <p>Oliver Twist by Charles Dickens</p>  <p>Other Suggested Enquiry Texts: Diary of Dorkius Maximus In Pompeii by Tim Collins I Survived the San Francisco Earthquake, 1906 by Lauren Tarshis</p>	<p>Key recommended texts: Wonder by RJ Palacio</p>  <p>Food and Fair Trade by Paul Mason</p>  <p>Other Suggested Enquiry Texts: The Boy at the Back of the Class by Onjali Q Rauf The Day I Was Erased by Lisa Thompson There's a Boy in the Girls' Bathroom by Louis Sachar Fair Trade First by Sarah Ridley</p>	<p>Key recommended texts: Can we save the tiger? By Martin Jenkins</p>  <p>The Explorer by Katherine Rundell</p>  <p>Other suggested Enquiry texts: Cinnamon by Neil Gaiman The Time Traveller and the Tiger by Tania Unsworth Tiger Boy by Mitali Perkins The Tigers' Tale: A conservation story by Catherine Barr</p>	<p>Key recommended texts: Rose Blanche by Ian McEwan</p>  <p>Letters from the Lighthouse by Emma Carroll</p>  <p>Other suggested Enquiry texts: Goodnight Mister Tom by Michelle Magorian The Blitz Bus by Glen Blackwell The Lion and the Unicorn by Shirley Hughes The Harmonica by Tony Johnston</p>	<p>Key recommended texts: Rhythm of the Rain by Grahame Baker Smith</p>  <p>Once upon a Raindrop by James Carter</p>  <p>Other suggested Enquiry texts: River Story by Meredith Hooper Rain by Sam Usher The Water Princess by Susan Verde Water is Water by Miranda Paul The River: An Epic Journey to the Sea by Patricia Hegarty</p>	<p>Key recommended texts: Varmints by Helen Ward</p>  <p>The Arrival by Shaun Tan</p>  <p>Other suggested Enquiry texts: The Rabbits by Shaun Tan Mission Survival 3: Sands of the Scorpion by Bear Grylls Steve Backshall's Deadly 60 by Steve Backshall</p>
SPAG skills	<p>Year 5</p> <ul style="list-style-type: none"> Expanded noun phrases Co-ordinating and subordinating conjunctions (punctuating clauses) Adverbs – degrees of possibility (nearly, almost, very) Modal Verbs Dialogue to convey character – inverted commas in direct / reported speech Dialogue to convey character – inverted commas in direct / reported speech Tenses Synonyms/antonyms Sentences: command, statement, question and exclamation Proper nouns 	<p>Year 5</p> <ul style="list-style-type: none"> Range of Sentence Types: Short sentences for tension / Compound / Complex Sentences Sentence Structures: Embedded Relative Clauses / Relative/progressive pronouns Active/Passive voice Brackets and dashes and commas to mark parenthesis Semi-colons, colons, dashes to mark boundary between independent clauses Colons to introduce a list Parenthesis/brackets Contractions Subordinate clauses – main/subordinate Recap word classes – noun/verb/adjective/pronoun/ adverb/ prepositions. 	<p>Year 5</p> <ul style="list-style-type: none"> Hyphens to avoid ambiguity Figurative language / Devices metaphor/ simile/personification /alliteration /repetition / hyperbole / onomatopoeia Power of 3 Re-visit - Active/passive voice (subject and object) Re-visit Relative/embedded clauses Re-visit - Semi colons to separate clauses Re-visit – Colons to introduce a list Re-visit – Expanded noun phrases, prepositional phrases, adverbial phrases 	<ul style="list-style-type: none"> Levels of formality (informal/formal) to include subjunctive form and use of vocabulary and dialogue to convey character Figurative Devices Recap - metaphor/simile/personification/alliteration /repetition / hyperbole / onomatopoeia /Power of 3 <p>Year 5 Revisit and Embed Previously Taught Skills:</p> <ul style="list-style-type: none"> Use figurative devices such as metaphors and personification Ensure consistent and appropriate use of tense throughout a piece of writing Develop characters in detail Use precise phrases and vocabulary linked to topic, text and Y5 word list Develop settings and atmosphere in detail Use a range of devices to link paragraphs Control more complex plots Use a range of cohesive devices Modify and control use of narrative and non-fiction language features Control the use of organisational features in fiction and non-fiction 		

End of unit outcome	Writing to describe (F): Narrative descriptions – Street Child Writing to entertain (F): Diary in role – Street Child Writing to persuade (F): Persuasive letter to Govt. to close down workhouses – Street Child Writing to entertain (NF): Poetry – Use Wes Magee ‘The Chimney boys’ as inspiration to write about conditions in factories for children	Writing to entertain (F): Personal narrative about a big move/story from Julian’s POV - Wonder Writing to explain/inform (NF): Explanation text/Newspaper report – Wonder Writing to reflect (F): Letter of apology - Wonder Writing to inform (F): Book review – Wonder (to go on website?)	Writing to inform (F): Diary in role of Fred – The Explorers Writing to entertain (F): Narrative Openers Using dialogue in narrative Creating an original narrative – The Explorer Write to discuss/balanced argument (NF): Should animals such as tigers be taken from their natural habitats? Writing to entertain (NF): Acrostic Poem - Tigers	Writing to describe (NF): Short writing to describe bombed street setting description - Lighthouse Writing to inform (NF): Evacuation non-chronological reports – Lighthouse Writing to discuss (F): Discussion - What would I do to help someone in the barbed wire with the last picture showing the return? – Rose Blanche Writing to entertain (F): Playscript of specific scenes – Rose Blanche	Writing to entertain (F): Write in role of jar – Rhythm of the Rain Writing to entertain (F): Setting description – Rhythm of the Rain Writing to explain (NF): Explanation text – water cycle, supplement with real explanation texts using same style as book (ROTR)– Rhythm of the Rain/Once upon a raindrop Writing to entertain (F): Performance poetry – using ‘You Can’t Stop Me’ by Miriam Moss	Writing to explain (NF): Leaflet about lifecycles – Varmints Writing to recount (F): Retell from a different POV - Varmints Writing to recount (F): Informal letter – The Arrival Writing to entertain (F): Fantasy story – create own chapter for the book about another refugee who flees to the town. Use fantasy monsters as inspiration – The Arrival
Useful Links	https://childrens.poetryarchive.org/poem/the-chimney-boys-story/		https://www.poemhunter.com/poem/tiger-acrostic/		https://www.youtube.com/watch?v=On4LEsWsDeE	
Ongoing skills applied when writing:	Year 5 Plan through discussing similar writing. Explore and use own techniques to note ideas, drawing on research. Perform compositions, using appropriate intonation, volume and movement. Identify the audience and purpose for writing and select appropriate form, grammatical structures and authorial voice. Write free verse poetry of increasing complexity with a specific purpose and experiment with different forms. Proofread, redraft and edit writing.					