**Year 5 English Long Term Plan – Autumn**

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| Text | Cover | Writing opportunities | Reading opportunities |
| The Boy, the Dog and the Frog – Mercer Mayer | Image result for the boy the dog and the frog | * Full stops, capital letters, ? ! * Paragraphs * Description * Speech * Planning, drafting, organising into paragraphs and editing * Cohesive devises * Story | * I can ask questions * I can predict * I can read books which are set out in different ways and use these to find information * I can describe how books are set out in different ways to help the reader * I can make inferences to a character’s feelings, thoughts and motives using clues from the text * I can make INFERENCES such as inferring characters’ feelings, thoughts and motives from their actions. I find EVIDENCE in the text to support my views |
| Clockwork – Philip Pullman | Image result for clockwork philip pullman | * Setting description * Planning, drafting, organising into paragraphs and editing * Essay * Summary * Discussion, debate etc. | * I can identify and discuss THEMES in a text and find common themes across different texts * I can use a dictionary * I can predict * I can ask questions * I can summarise what has happened in the story so far * I can make inferences to a character’s feelings, thoughts and motives using clues from the text. * I participate in DISCUSSIONS about books I have read or that have been read to me, building on my own and others’ views * I can discuss and DEBATE topics and themes I have read about * I can EXPLAIN MY VIEWS about the topics, themes, characters and events in the texts I have read |
| The Snowman – Raymond Briggs | Image result for snowman raymond briggs book | * Full stops, capital letters, ? ! * Paragraphs * Description * Speech * Planning, drafting, organising into paragraphs and editing * Cohesive devises * Story | * I can ask questions * I can predict * I can read books which are set out in different ways and use these to find information * I can describe how books are set out in different ways to help the reader * I can make inferences to a character’s feelings, thoughts and motives using clues from the text * I can make INFERENCES such as inferring characters’ feelings, thoughts and motives from their actions. I find EVIDENCE in the text to support my views |

**Year 5 English Long Term Plan – Spring**

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| Text | Cover | Writing opportunities | Reading opportunities |
| Billionaire Boy – David Walliams | Image result for billionaire boy book | * Full stops, capital letters, ? ! * Fact file * Paragraphs * Parenthesis * Relative clauses * Precis * Character description * Story retelling | * I can use a dictionary * I can explain the meaning of words * I can ask questions * I can predict * I can discuss a range of text types which I have read or have been read to me * I can read books which are set out in different ways and use these to find information * I have read a range of books including fairy tales, myths and legends – I can orally retell some of these stories * I can describe how books are set out in different ways to help the reader * I can make inferences to a character’s feelings, thoughts and motives using clues from the text * I can summarise the main idea of something I have read * I can make COMPARISONS within and between books I have read * I can identify and discuss THEMES in a text and find common themes across different texts |

**Year 5 English Long Term Plan – Summer**

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| Text | Cover | Writing opportunities | Reading opportunities |
| The Highwayman – Alfred Noyes | Image result for the highwayman alfred noyes | * Full stops, capital letters, ? ! * Modal verbs * Paragraphs * Figurative language * Personification * Speech, apostrophes * Poetry * Fact file * Story * Description * Newspaper | * I can use a dictionary * I can explain the meaning of words * I can ask questions * I can predict * I have read a range of books including fairy tales, myths and legends – I can orally retell some of these stories * I can make inferences to a character’s feelings, thoughts and motives using clues from the text8) I have learned some POEMS by heart and can recite them * I can add meaning to a text (poem, story or play) by reading/ performing it out loud * I participate in DISCUSSIONS about books I have read or that have been read to me, building on my own and others’ views |