**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
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| 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
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**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
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**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
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