

Year 5 Long Term Plan - English	
---------------------------------	--

[illegible]

	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children can identify the themes of a book.</p> <p>Children draw on the themes of a book to suggest a suitable ending.</p> <p>Children draw on the language of a culture to mimic the style of an author.</p>	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children select appropriate language to evoke emotion.</p> <p>Children show the thoughts, emotions and the relationships of a character through the use of dialogue.</p> <p>Children can portray power and authority through dialogue.</p> <p>Children can empathise with a character.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children use archaic language to convey a period in history.</p> <p>Children can select grammatical structures that reflect what the writing requires.</p> <p>Children show character's thoughts and experience</p>	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children will draw on historical events, character's experiences and emotions to explain their motives.</p> <p>Children use emotive language to influence the audience.</p> <p>Children use formal structures and tone.</p> <p>Children use rhetoric structures.</p>	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children can control their formality to vary structure and tone.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Carefully select vocabulary which describes a historical setting.</p> <p>Children understand that a diary can be used as a way of dealing with emotions, recording events or memories.</p> <p>Children will weave emotions, settings and events together to entertain.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Understand that some stories have a moral.</p> <p>Use familiar story structures, altering the ending to show a moral.</p> <p>Children can identify the themes of a book.</p> <p>Children draw on the themes of a book to suggest a suitable ending.</p> <p>Children draw on the language of a culture to mimic the style of an author.</p> <p>Children can empathise with a character.</p> <p>Children use mood to create atmosphere (weather, environment and emotions)</p>	<p>piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children use formal structures and tone.</p> <p>Children can engage in discussions around the purpose of dialogue.</p> <p>Children show the thoughts, emotions and the relationships of a character through the use of dialogue.</p> <p>Children can portray power and authority through dialogue.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>
--	---	---	--	--	--	--

		<p>through the use of direct and reported speech.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>			<p>Children select appropriate language to evoke emotion.</p> <p>Children can use prior knowledge of mood and imagery to describe a setting.</p>	
Skills Phase	<p>Apostrophes for possession – starter (revision)</p> <p>Use present perfect tense.</p> <p>Use dialogue including speaker and the start and end.</p> <p>Use prepositional phrases to add detail.</p>	<p>Choosing nouns and pronouns appropriately to avoid repetition and create cohesion.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Integrate dialogue to convey character.</p> <p>Understand the difference between direct and reported speech.</p> <p>Use relative clauses.</p>	<p>Use a range of subordinate conjunctions.</p> <p>Use persuasive techniques in a formal style including repetition, rhetoric, emotive language and statistics.</p> <p>Vary sentence length for effect.</p>	<p>Use brackets or commas to indicate parenthesis.</p> <p>Use semicolons within a list.</p> <p>Use language choices which add to a formal tone.</p> <p>Vary between past and present tense depending on reference to feelings or events.</p>	<p>Apostrophes for omission to mimic the style of an author.</p> <p>Integrate dialogue to convey character.</p> <p>Use split dialogue.</p> <p>Use relative clauses.</p> <p>Show how a character is feeling in a style that requires the reader to infer.</p> <p>Varying sentence structures.</p> <p>Vary nouns to avoid repetition.</p> <p>Vary nouns for pronouns.</p> <p>Use hyphens to avoid ambiguity (starter).</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Integrate dialogue to convey character and advance action.</p> <p>Vary nouns to avoid repetition.</p> <p>Vary nouns for pronouns.</p> <p>Vary sentence length for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs including similes, powerful adjectives, subordinate and relative clauses, varied sentence openers and expanded noun phrases.</p>

Editing	<p>In year 5 children should be well-practiced editors capable of self-editing pieces of writing in detail.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader or varying nouns and pronouns to make the writing more cohesive.</p> <p>They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p> <p>They may amend the lengths of sentences shortening sentences in order to remove detail to create suspense or question from the reader or to be brief and purposeful in their point e.g in a speech ‘ How dare you.’</p> <p>They may extend sentences to include necessary details to build an image for the reader or to create a feeling of ‘overthinking’ ‘breathlessness’ or ‘fear’ in a character.</p>
Spelling	<p>Ed Shed Spelling</p>