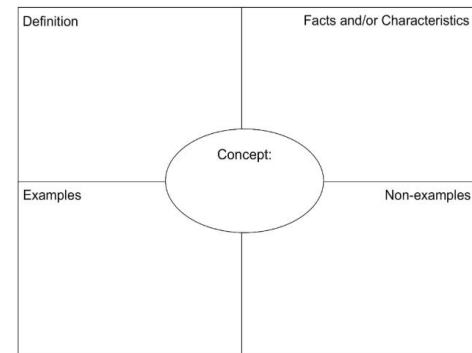


Ryecroft C.E. Middle School

Year 5 English Long- Term Plan

Calendar	Topic	Assessment	Handwriting and GPS Links	Vocabulary Strategies
Y5 Autumn One School Value Links: Care Community Perseverance Inspiration	Reading Spotlight Text: <i>The Explorer by Katherine Rundell</i>  Vocabulary Infer Predict Explain Retrieve Summarise Supplementary Texts: Range of high-quality excerpts across a range of genres including: Goodnight Stories for Rebel Girls by Elena Favilli Survivors by David Long The Instruction Book by Sue Palmer Journey to the River Sea by Eva Ibbotson Non-fiction texts and websites about locations. Performance and Poetry: Life Doesn't Frighten Me by Maya Angelou Preparing poems to be read aloud – identify the audience and purpose of writing, show understanding through intonation, tone and volume, ensuring meaning is clear to the audience	Reading- Accelerated Reader Star in September, January and May. Y5 Testbase Reading Papers are undertaken in assessments weeks to fall in line with reporting deadlines. Phonics – Pupils are phonics screened on entry based on phonics screener scores and/or Accelerated Reader scores lower than 9y. Intervention groups are set up as required. Writing – Baseline written piece in September (letter writing task). Spelling – Baseline assessment from Y3/4 curriculum is undertaken in September. Real Experience: Island survival	Handwriting and Dictation: Pupils have regular opportunities for handwriting to support them with cursive writing. These are linked to statutory spelling words where possible. Pupils have regular opportunities for short dictation pieces which link to KS2 statutory spelling words. Grammar Progression: The majority of our grammar is woven into our writing units to help pupils contextualise their learning. <i>Within our fictoin unit, pupils will learn how to convey information precisely through expanded noun phrases, to use similes effectively, recall basic word classes, use different sentence types and recognise sentence functions. We will explore what is meant by 'formal' and 'informal' writing and how this links to genres.</i> There may be occasion for some spaced practice where we review 'stand alone' grammar content and we will revise: Word class: nouns, adjectives, verbs adverbs, noun phrases and expanded noun phrases, proper nouns Sentence boundary punctuation: capital letters, full stops, exclamation marks and question marks Sentence functions: statement, command, question and exclamation	Bespoke Definitions - Introduce words through explanations in everyday connected language, rather than dictionary definitions Purposeful variation - Provide several contexts in which the word can be used purposefully or for alternative meanings. Immediate Interaction - Build opportunities for pupils to interact with word meanings right away e.g., pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at? Repetition - Provide many encounters with target words, including through various contexts and retrieval activities Frayer models are also adapted and utilised to promote vocabulary acquisition  Beck, I. et al. (2018

			Simple sentence, main clause and independent clause Compound sentence and coordinating conjunctions Complex sentence, subordinate clause and subordinating conjunctions Synonyms and antonyms Prefixes and suffixes Formal and informal vocabulary Direct speech, dialogue and inverted commas	
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Reading Lessons

We immerse pupils in a broad and diverse literary landscape by exposing them to a wide range of genres, cultures, perspectives, and historical periods, including voices from our rich literary heritage. We select high-quality texts that complement our broad, balanced curriculum and world events. The complexity and sophistication of these, in style, content, and themes, progressively increase across and within year groups. Each term, our learning focuses on a 'spotlight' text that ties into a central theme, complemented by a variety of additional texts to offer a rich literary experience and expand students' viewpoints.

Reading is taught as a whole-class approach and incorporates:

- Decoding (phonics catch up interventions as required)
- Fluency (accuracy, automaticity and prosody)
- Vocabulary development
- Reading comprehension skills, understanding and interpretation of text (VIPERS)
- Textual analysis, critical thinking and discussion

Writing Opportunities

Writing is taught within the stages of prewriting, drafting, revising, editing, evaluating, and publishing. From September to December, our pupils receive heavily scaffolded opportunities with increasing opportunities to take the lead and work more independently from January to July. Our SPAG long-term plan is incorporated into English sessions to fully embed the children's understanding of spelling, punctuation and grammar. Handwriting, dictation and spelling are taught weekly in Key Stage 2. Writing is regularly 'published' in students' portfolios, which encourages pupils to take great pride in their writing and to strive for excellence. There is a planned programme of cross-curricular writing opportunities in place across additional curriculum subjects.

Baseline assessment – Letter writing task

Non Fiction – Field notes/explorer journal (2 weeks)

Fiction – Informal letters home in role (2 weeks)

Non Fiction – Survival guide (3 weeks)

Spelling Progression:

In the first two weeks, teachers will use their question level analysis findings from the Y3/4 spelling assessment to identify whole class spelling gaps or misconceptions during Autumn 1. We will also revisit statutory spelling words from Y3/4. Each teaching week begins with a low stakes spelling test and a 20 minute taught spelling session. Our pupils are given a list of words to practice at home. We use No Nonsense Spellings to support our planning and resourcing. Pupils have a dedicated 20 minute spelling session and low stakes test every Monday using NNS materials.

Words with the letter string 'ough'

Words with the letter string 'ough'

Words with 'silent' letters

Words with 'silent' letters

Words ending in '-able' and 'ible

Words ending in '-able' and 'ible

Structured Oracy

Oracy slides are used during cold calling to support pupils to form articulate responses.

We use 'Talk For Writing' approaches regularly within lessons and 'Reader's Theatre' opportunities. We have also embedded echo, choral and repeated reading within our classrooms.

However, we also provide structured oracy opportunities (see below for examples)

Role Play:

Scenes from the text – take on the role of different characters.

Hot-Seating:

Act in role as the character to explore what you would include in your letter home.

Dramatic Reading:

Pupils have the opportunity to perform their setting descriptions to the class.

Performance Poetry:

Pupils will be given opportunities to perform poetry for an audience of classmates, assembly or parents.

Reading For Pleasure

Library visits 1 per fortnight (15 – 20 minutes) in tutor time

Book tasting session 1 per half term

Sponsored Read

Weekly Homework Tasks:

Each week, pupils must for read three times per week as a minimum and log their reads in their reading diaries, which parents/carers are asked to sign. Pupils must pass Accelerated Reade quizzes to earn points in our Reading Riches Reward Scheme.

Learning spelling words, which link to our low-stakes spelling test.

There is also an additional homework task: reading comprehension, vocabulary task, pre-reading task, grammar task or creative writing.