









**St George's Primary Literacy – Long Term Plan – Year 5 Literacy 2021-2022**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<b>Cosmic</b>	<b>Cosmic</b>	<b>Clockwork</b>	<b>The Saga of Erik the Viking</b>	<b>Wonder</b>	<b>Wonder</b>
Reading	<p>Cosmic - Frank Cottrell-Boyce Exploring Space (from Galileo to the Mars Rover and Beyond) by Martin Jenkins. Focus on the section based on 'The Ultimate Outfit'. <b>Steps to Read - Space. Use the reading tasks based on DK Eyewitness 'Planets'/newspaper articles/A poem for every night of the year.</b></p> <p>Cracking Comprehension - The Pebble in my Pocket (non-fiction). Tell Me, Tell Me, Sarah Jane by Charles Causley (poetry). Use additional reading practice texts in the units if appropriate.</p>	<p>The Water Tower - Gary Crew Shackleton's Journey - William Grill <b>Steps to Read - Space. Use the reading tasks from 'War of the Worlds' to link to science-fiction.</b> Cracking Comprehension - Skellig by David Almond (fiction). Just Helping My Family (non-fiction). Use additional reading practice texts in the units if appropriate.</p>	<p>Clockwork - Philip Pullman The Way Things Work (non-fiction) <b>Steps to Read - Vikings. Use reading tasks from non-fiction information texts (100 Facts Vikings) related to ship/house building.</b> Cracking Comprehension - Stig of the Dump (fiction). Use additional reading practice texts in the units if appropriate.</p>	<p>Beowulf - different versions including Michael Morpurgo Poetry Unit (Charge of the Light Brigade). <b>Steps to Read - Myths and legends. Use reading tasks from Michael Morpurgo's 'Beowulf'.</b> <b>Steps to Read - Vikings. Use reading tasks from non-fiction information texts.</b> Cracking Comprehension - Robert the Bruce and the Spider (fiction). The Cat Who Walked by Himself (fiction). Use additional reading practice texts in the unit if appropriate.</p>	<p>Poetry (linked to St George's Day and British Values). Wonder- R J Palacio Cracking Comprehension - Jacky Daydream (fiction). Use additional reading practice texts in the units if appropriate.</p>	<p>Wonder- R J Palacio The Highwayman (narrative poetry) by Alfred Noyes <b>Steps to Read - Myths and Legends. Use reading tasks based on Mulan from 'Stories from around the World' (linked to China).</b> Cracking Comprehension - You Can't be That (poetry). Use additional reading practice texts in the units if appropriate.</p>
Composition	<p>Narrative writing- based on Cosmos (humour).  Non-chronological report - linked to space</p>	<p>Recount (magazine article) based on Shackleton's Journey.  Narrative writing - based on The Water Tower (building suspense and tension).</p>	<p>Narrative writing - based on Clockwork (describe settings and characters).  Instruction/explanation writing linked to constructing an Anglo-Saxon house (linked to history).</p>	<p>Narrative writing -based on Beowulf (focus on the climax and developing characters through speech and action). Poetry writing linked to history - on the theme of 'Time'.</p>	<p>Poetry linked to St George's Day (speech from Shakespeare).  Non-chronological report based on bullying. Recount (diary writing) based on 'Wonder'.</p>	<p>Narrative - story based on 'Wonder'. Use what has been learnt this year to develop setting, characters, building tension and climax. Persuasive letter - based on 'The Highwayman' poem.</p>
Poetry	<p><b>From Steps to Read - Space:</b> 'The Wind and the Moon' - George McDonald. 'Silver' - Walter de la Mare. 'The Sun is Laughing' - Grace Nichols. <b>National Poetry Day- theme is 'Choice'.</b></p>	<p>'We were the fools that could not rest' written by Shackleton on his journey.</p>		<p><b>From Steps to Read - Myths and Legends and Poetry in different forms:</b> 'Sky-Dragon by John Foster. 'The Mermaid and the Fisherman' by John Foster. 'Knights and their Habits' by John Foster.</p>	<p><b>From Steps to Read - Myths and Legends and Poetry in different forms:</b> 'St George and the Dragon' by A H Shacknoffsky.</p>	<p>'The Highwayman' by Alfred Noyes.</p>

				'Fabulous Features of Mythical Creatures' by Paul Perro.		
<p>Vocabulary, punctuation and grammar</p> <p><u>Non-negotiables</u> Use capital letters correctly. Use correct punctuation to demarcate sentences. Use commas in a list.</p>	<p><b>Recap from Y4:</b> Noun phrases expanded by the addition of modifying nouns, adjectives and prepositional phrases. Fronted adverbials. Use of comma after fronted adverbials. <b>Review Standard English forms for verb inflection (I did not I done).</b> <b>Use of inverted commas and other punctuation to indicate direct speech.</b> <b>Review apostrophes for possession/contraction.</b> <b>The grammatical difference between plural and possessive -s.</b> <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] <u>Review conjunctions. Use WHITEBUS for subordinate conjunctions.</u> Build on subordinate clauses. Introduce relative clauses beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>].</p>	<p><b>Recap</b> Continue to develop speech and speech punctuation. Develop expanded noun phrases. Review apostrophes for possession/contraction. <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use subordinate clauses, including relative clauses. Use parenthesis (commas, brackets, dashes). Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>].</p>	<p><b>Recap</b> Review use of imperative verbs in commands/instructions. Choose nouns and pronouns for clarity and cohesion. Use a wider range of expanded noun phrases. <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use a wider range of conjunctions, including subordinating conjunctions, for subordinate clauses. Brackets, commas and dashes for parenthesis, including embedded clauses. Use different relative pronouns to introduce relative clauses. Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>]</p>	<p><b>Recap</b> Link ideas across paragraphs using a wider variety of adverbials of time, place and manner. Develop the use of other cohesive devices. Use a wider range of expanded noun phrases. <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use modal verbs or adverbs for degrees of possibility (in speech). Brackets, commas and dashes for parenthesis, including embedded clauses. Use different relative pronouns to introduce relative clauses. Use of commas to clarify meaning. Develop use of adverbials for cohesion.</p>	<p><b>Recap</b> Link ideas across paragraphs using a wider variety of adverbials of time, place and manner. Develop the use of other cohesive devices. Use a wider range of expanded noun phrases. <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use modal verbs or adverbs for degrees of possibility (in formal speech). Brackets, commas and dashes for parenthesis, including embedded clauses. Use a wider range of relative pronouns to introduce relative clauses. Develop use of commas to clarify meaning and can explain different meanings. Develop full range of adverbials for cohesion.</p>	<p><b>Recap</b> Link ideas across paragraphs using a wider variety of adverbials of time, place and manner. Develop the use of other cohesive devices. Use a wider range of expanded noun phrases. <u>Year 5</u> Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use modal verbs or adverbs for degrees of possibility, making informed choices for characters etc. Brackets, commas and dashes for parenthesis used confidently, including embedded clauses. Use a full range of relative pronouns to introduce relative clauses. Develop use of commas to clarify meaning and can explain different meanings. Develop full range of adverbials for cohesion.</p>

Spelling (taught through RWI spelling)	<p>RWI units 1-2 Special Focus 1-2</p> <ul style="list-style-type: none"> <li>Words with silent letter 'b'</li> <li>Letter string 'ough'</li> <li>Words ending in -ible</li> <li>Homophones</li> </ul> <p>Other words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) such as knight, solemn, thistle and island.</p>	<p>RWI units 3-4 Special Focus 3-4</p> <ul style="list-style-type: none"> <li>Words ending in -able</li> <li>Orange words (see below)</li> <li>Words with silent letter 't'</li> <li>Orange words (see below)</li> </ul> <p>Adding suffixes beginning with vowel letters to words ending in -fer. For example referring, preference.</p>	<p>RWI units 5-6 Special Focus 5-6</p> <ul style="list-style-type: none"> <li>Words ending in -ibly and -ably</li> <li>Homophones</li> <li>Words ending in -ent</li> <li>Orange words (see first list below)</li> </ul> <p>Use of the hyphen. For example co-ordinate and co-operate.</p>	<p>RWI units 7-8 Special Focus 7-8</p> <ul style="list-style-type: none"> <li>Words ending in -ence</li> <li>Orange words (second list from previous term reviewed here)</li> <li>The 'ee' sound spelt 'ei'</li> <li>Homophones</li> </ul>	<p>RWI units 9-10 Special Focus 9-10</p> <ul style="list-style-type: none"> <li>Words ending in -ant, -ance and -ancy</li> <li>Orange words (reviewed from previous term)</li> <li>Words ending in <i>shus</i> spelt -cious</li> <li>Orange words (first group below).</li> </ul>	<p>RWI units 11-12 Special Focus 11-12</p> <ul style="list-style-type: none"> <li>Words ending in <i>shus</i> spelt -tious</li> <li>Orange words (group two from previous term)</li> <li>Words ending in <i>shul</i> spelt -cial or -tial</li> <li>Orange words (see below)</li> </ul>
Word list (common exception words)	<p><b>Assess Y3/4 CEW.</b> <b>Y5 Words</b> competition equip equipped equipment dictionary lightning</p>	<p><b>accompany</b> <b>according</b> <b>appreciate</b> <b>attached</b> <b>accommodate</b> <b>aggressive</b> rhyme rhythm symbol system forty curiosity</p>	<p><b>embarrass</b> <b>excellent</b> <b>exaggerate</b> <b>especially</b> <b>interrupt</b> develop determined familiar definite awkward persuade</p>	<p>immediate immediately suggest marvellous necessary programme recommend</p>	<p><b>convenience</b> <b>muscle</b> <b>disastrous</b> <b>neighbour</b> <b>interfere</b> average desperate temperature vegetable frequently</p>	<p>bruise nuisance recognise criticise thorough individual</p>
Handwriting	<p>Recap Y4:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>		<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>			
Oracy Framework	 Social & Emotional	 Physical	 Linguistic	 Social & Emotional	 Cognitive	 Physical

<p>Oracy Outcomes</p>	<p>Drama - explore the humorous situations between the main characters in 'Cosmic'.  <b>Create a presentation (in pairs/groups) about another aspect of space using what they have learnt in different curriculum areas. For example, what are their ideas for space travel/ space suits in the future ?</b></p>	<p>Readers' Theatre for extracts to demonstrate the building of tension for the characters in 'The Water Tower'. How would the children read the conversation between the two boys?  <b>Pod-casting linked to magazine article for 'Shackleton's Journey'.</b></p>	<p>Presentation of information (linked to history) and sharing of this information.</p>	<p>Record the rousing speech given by Beowulf just before the climax of the story. How would he feel? How could this be conveyed?  <b>Performance poetry.</b></p>	<p>Performance poetry - based on a speech.  <b>Debate (linked to 'Wonder').</b></p>	<p>Performance poetry and drama (linked to 'The Highwayman').</p>
-----------------------	--	--	---	---	---	---