








# ST JOSEPH'S YEAR 5 ENGLISH LONG TERM PLAN




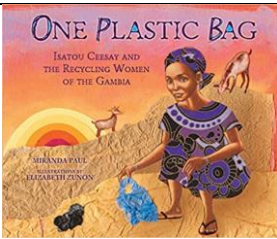



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Autumn 1							<p>Take one book</p> <p>Black History Month.</p> 
	<p><b>1<sup>st</sup> person Narrative</b> – explore the text in detail including setting. Write <b>setting descriptions</b>. Retell part of the story using the 1<sup>st</sup> person.</p>			<p><b>Recounts – biographical account</b> about Katherine Johnson or other significant women.</p>			
	W1, W2, T1, T2, T3, T4, T5.			W1, W2, S1, S2, T1, P1, P2, P3			
Autumn 2							
	<p>Shakespeare company to perform and then respond to performance (Y4, Y5 &amp; Y6) Change yearly.</p>			<p><b>Poetry – Structure Cinquains.</b> Read and respond to cinquains and write their own based on text.</p>		<p><b>Explanation</b> – write an explanation linked to geography topic 'rainforest.' Inventing a tool, equipment to help survive in a rainforest.</p>	
						W1, W2, S1, S2, T1, P1, P2, P3	



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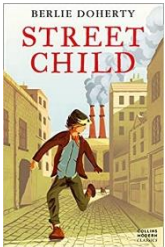

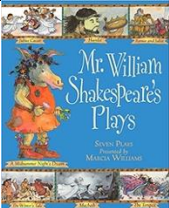


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Take one book (Will change yearly.)
Spring 1						A selection of non-fiction books	
	<b>Suspense Story</b> – develop skills of building up atmosphere in writing e.g. passages building up tension.			<b>Instruction</b> – Detailed instructions with clear introduction and conclusions based around an element of the story. (Mummification.)			
	W1, W2, S1, S2, T1, P1, P2, P3			W1, W2, S1, S2, T1, P1, P2, P3			
Spring 2							
	<b>Global citizen</b>	<b>Persuasion</b> – Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purpose (formal language focus.) – plastic pollution letter to council.		<b>Retell from different perspective</b> – explore the text in detail, focusing on how characters are feeling. Re-write the story from a different perspective.			
		W1, W2, S1, S2, T1, P1, P2, P3		T1, T2, T3, T4, T5, P2, P3			



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Take one book	
Summer 1							To be confirmed	
	<b>Vocabulary building – free verse poetry.</b> Read, write and preform poem using descriptive language.	<b>Characterisation</b> – Explore the characters in the text in detail. Write a characterisation including dialog.		<b>Balanced Discussion</b> – write a balanced discussion, presenting two sides of an argument, following a debate. It will be on whether children should work.				
		W1, W2, S1, S2, T1, P1, P2,P3		W1, W2, S1, S2, T1, P1, P2, P3				
Summer 2								
	<b>Report</b> – write a report about hertford in the form of an information <b>leaflet</b> , in which two or more subjects are compared.		<b>Structure – spoken word poetry/rap. (Vocabulary exploration.)</b> Listen to, read and respond to rap. Experiment writing their own as a character from Shakespeare play that was performed.		<b>Fiction from our literacy heritage.</b> Explore the text in detail. Write in the style of the author to complete sections of the stories. Take the plot/ theme from the text to plan and write their own <b>contemporary version.</b> (Shakespeare play that was performed.)			
	W1, W2, S1, S2, T1, P1, P2, P3		W1, W2, S1, S2, T1, P1, P2, P3					