



St Laurence's CE Primary School  
 KS2 English Long Term Plan  
 Year: 5  
 Academic Year: 2021/22



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Pathways</b>  <b>Recount: Diaries</b>  <b>Queen of the falls</b> - Chris Van Allsburg            (additional text 'Goodnight Stories for Rebel Girls' - Elena Favilli)  <i>To write a series of diaries about significant events in Annie Edson Taylor's life</i></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>Use commas after fronted adverbials</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Use modal verbs to indicate degrees of possibility</li> </ul>	<p><b>Pathways</b>  <b>Fiction: Traditional Tale</b>  <b>The Lost Happy Endings</b> - Carol Ann Duffy            (additional text 'Hansel and Gretel' – Neil Gaiman)  <i>To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</i></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use of inverted commas and other punctuation to punctuate direct speech</li> </ul>	<p><b>Pathways</b>  <b>Fiction: Myths</b>  <b>Arthur and the Golden Rope</b> – Joe Todd-Stanton            (additional text – 'Myths of the Norsemen' - Roger Lancelyn Green)  <i>Write own myth by Creating own heroes, villains and monsters</i></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials</li> <li>Use of inverted commas and other punctuation to punctuate direct speech (Y4)</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Use commas to clarify meaning and avoid ambiguity in writing</li> </ul>	<p><b>Pathways</b>  <b>Non-fiction: Biographies</b>  <b>The Darkest Dark Cosmic</b> - Frank Cottrell Boyce            (additional text 'The boy who climbed into the moon' - David Almond)  <i>To write a formal biography about Chris Hadfield</i></p> <ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Link ideas across paragraphs using adverbials and tense choices</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> </ul>	<p><b>Pathways</b>  <b>Non-Fiction: Persuasion /information</b>  <b>The Paperbag Prince</b> – Colin Thompson            (additional text 'The Last Wild' by Piers Torday)  <i>Write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use relative clauses to add detail and description</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> <li>Use modal verbs to indicate degrees of possibility</li> <li>Use devices to build cohesion within a paragraph</li> <li>Use brackets, dashes or commas to indicate parenthesis (recap)</li> </ul>	<p><b>Pathways</b>  <b>Fiction: Adventure story</b>  <b>The Hunter</b> - Paul Geraghty            (additional text 'The child's elephant' - Rachel Campbell-Johnston)  <i>To write a narrative based on the structure of The Hunter by changing the characters, animal and setting</i></p> <ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Adverbs to indicate degrees of possibility</li> <li>Use a wider range of devices to build cohesion across paragraphs</li> <li>Link ideas using tense choices</li> <li>Use of apostrophe to show contraction</li> <li>Use of apostrophe to show possession and possessive plural.</li> </ul>



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<p><b>Other Writing Opportunities</b>  <b>Non-Fiction: Newspaper Report. The Battle of Marathon</b>  <i>Children write a newspaper report on The battle.</i></p> <ul style="list-style-type: none"> <li>• <b>Direct and indirect speech.</b></li> <li>• <b>Modal verbs</b></li> </ul>	<p><b>Other Writing Opportunities</b>  <b>Fiction: Myths Theseus and the Minotaur</b>  <i>Rewrite the story in own words.</i></p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech (Y4)</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing</li> </ul>	<p><b>Other Writing Opportunities</b>  <b>Narrative poetry</b>  <b>The Highwayman – Alfred Noyes</b>  <i>Write additional verse/s to change the ending of the story – give it a happy ending.</i></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</li> <li>• Identify and use a range of adverbial phrases.</li> </ul>	<p><b>Other Writing Opportunities</b>  <b>Fiction: Suspense stories</b>  <b>Hobnail - Crystal Arbogast</b>  <i>Write a story which creates suspense and has a twist at the end.</i></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Describe settings, characters and atmosphere</li> <li>• Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</li> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes and possession)</li> </ul>	<p><b>Other Writing Opportunities</b>  <b>Poetry: World War II poems</b>  <i>Write poems based on the blitz.</i></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use figurative language</li> </ul> <p><b>Non-Fiction: Persuasive Posters</b>  <i>Create own WWII style propaganda posters.</i></p> <ul style="list-style-type: none"> <li>• Modal Verbs</li> </ul>	<p><b>Other Writing Opportunities</b>  <b>Non-Fiction: Balanced Argument</b>  <b>Kensuke's Kingdom – Michael Morpurgo</b>  <i>Write a balanced Argument for/against sailing around the world</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use brackets, dashes or commas to indicate parenthesis (recap)</li> </ul> <p>Focussed Objectives following gap analysis</p>
<p><b>Cross-Curricular Links</b>  <b>Science:</b> Properties and changes of materials  <b>History:</b> Ancient Greece</p>	<p><b>Cross-Curricular Links</b>  <b>History:</b> Ancient Greece – Myths</p>	<p><b>Cross-Curricular Links</b>  <b>History:</b> Anglo-Saxons  <b>Geography:</b> Settlements, Land use and cities compared with rural areas, UK towns and cities</p>	<p><b>Cross-Curricular Links</b>  <b>Science:</b> Earth &amp; Space  <b>Geography:</b> Earth – Latitude Longitude Equator Time zones Hemispheres Tropics of Cancer/Capricorn</p>	<p><b>Cross-Curricular Links</b>  <b>History:</b> WWII  <b>Science:</b> Animals including humans (humans development to old age)  <b>Geography:</b> A region in North America (The Great Lakes and Niagara) Can you plan the route for Annie's tour?</p>	<p><b>Cross-Curricular Links</b>  <b>Science:</b> Living things and their habitats – life cycles</p>



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