



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
Reading <i>Applying Phonics</i>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

<p>Reading <i>Reading for pleasure</i></p>	<p>I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>I know that these texts can be structured in different ways.</p> <p>I know that non-fiction texts are structured to guide the reader to information.</p> <p>I can explain how the structure guides the reader to find specific information.</p> <p>I find words and language that are used for effect.</p> <p>I can explain how the words and language create a precise effect.</p>	<p>I discuss and explain how and why different books have different structures.</p> <p>I can explain why I enjoyed a book or poem and who might also enjoy it.</p> <p>I evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>I understand that a writer moves events forward through a balance of dialogue, action and description.</p> <p>I record effective words and language from reading to use in my own writing.</p>	<p>I can explore how dialogue is used to develop character.</p> <p>I can explore how actions are added to dialogue to move events forward.</p> <p>I understand that writers use language for precise effect.</p> <p>I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> <p>I understand that a writer uses different sentence structures and techniques to create effects.</p> <p>I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>I can record examples of effective techniques and structures from reading to use in my writing.</p>
---	---	---	---



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

<p>Reading <i>Comprehension</i></p>	<p>I understand that there will be unfamiliar words in the texts I read.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p> <p>I ask questions to improve my understanding.</p> <p>I re-read to check that the text is meaningful.</p> <p>I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p>	<p>I use meaning-seeking strategies to explore the meaning of words in context.</p> <p>I understand that inferences can be drawn from different parts of the text.</p> <p>I justify inferences with evidence from the text.</p> <p>I make predictions from evidence found and implied.</p> <p>I summarise the main ideas drawn from a text.</p>	<p>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>I understand that inferences can be made by reading between and beyond the lines.</p> <p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>I explain how the context of a text reflects the reaction of the audience it was written for.</p>
<p>Reading <i>Justification of views</i></p>	<p>I give a personal point of view about a text.</p> <p>I explain the reasons for my viewpoint, using evidence from the text.</p> <p>I listen to others' ideas and opinions about a text.</p> <p>I make connections between other similar texts, prior knowledge and experience.</p> <p>I explain why there are connections, using evidence.</p> <p>I compare books with similar themes.</p>	<p>I build on others' ideas and opinions about a text in discussion.</p> <p>I question others' ideas about a text.</p> <p>I compare different versions of texts.</p> <p>I explain the similarities and differences between different versions of texts.</p> <p>I explain how books written in different contexts can have similar themes.</p>	<p>I evaluate the effectiveness of different versions of texts.</p>



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

<p>Reading <i>Retrieving Information</i></p>	<p>I identify key information from my text.</p> <p>I summarise key information in sentences.</p> <p>I find key information from different parts of the text.</p> <p>I understand the difference between fact and opinion.</p> <p>I find examples of fact and opinion in texts and explain why one is fact and the other opinion.</p>	<p>I use skimming and scanning to find the information I need.</p> <p>I make notes on the information I need.</p> <p>I organise my notes and present information.</p> <p>I summarise key information from different parts of the text.</p> <p>I present an oral overview or summary of a text.</p> <p>I understand that a narrative can be told from different points of view – narrator, character.</p> <p>I identify the point of view in a narrative.</p> <p>I understand that the writer may have a viewpoint.</p>	<p>I explore how events are viewed from another perspective.</p> <p>I explain the writer's viewpoint with evidence from the text.</p> <p>I identify the writer's viewpoint, for example, how different characters are presented.</p>
---	--	--	--



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
<p>Writing <i>Handwriting</i></p>	<p>I choose which shape of a letter to use when given choices.</p> <p>I can develop my personal style through joining.</p> <p>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</p>	<p>I choose which shape of a letter to use when given choices.</p> <p>I can develop my personal style through joining.</p> <p>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</p>	<p>I choose which shape of a letter to use when given choices.</p> <p>I can develop my personal style through joining.</p> <p>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</p>
<p>Writing <i>Composition</i></p>	<p>My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.</p> <p>I organise writing into paragraphs to show different information, time, place, person speaking, or events. <i>(Paragraphs can be extended or developed-main point, topic, event, idea with an explanation or additional detail.)</i></p>	<p>I link ideas within paragraphs e.g. <i>connecting adverbs and adverbials for time (when); place (where) and how (as/with).</i></p> <p>I develop characters through action, description and dialogue (e.g. <i>correct and effective use of speech; description of action through well-chosen adjectives, verbs and adverbs.</i>)</p> <p>I add well-chosen detail to interest the reader (e.g. <i>expanded noun phrases.</i>)</p> <p>I can proofread for spelling and punctuation errors to improve accuracy.</p>	<p>My settings are used to not only create atmosphere, but also to indicate a change.</p> <p>Models from my reading are often used, or integrated into my writing.</p> <p>I manage shifts in time and place effectively and guide the reader through my text.</p> <p>I can articulate what has influenced choices I have made in my writing e.g. books I have read.</p> <p>I can adapt and refine my vocabulary, grammar and punctuation choices to enhance effects and clarify meaning.</p>
<p>Writing <i>Spelling</i></p>	<p>I form verbs with prefixes e.g. <i>dis, de, mis, over and re.</i></p> <p>I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I begin to proof read my work for spelling and punctuation errors.</p>	<p>I spell some words with ‘silent’ letters e.g. <i>knight, psalm, solemn.</i></p> <p>I convert nouns and adjectives into verbs by adding a suffix e.g. <i>ate, ise, ify.</i></p> <p>I distinguish between homophones and other words which are often confused (e.g. <i>guessed/guest; serial/cereal; bridal/bridle; altar/alter;</i></p>	<p>I can spell identified commonly misspelt words from Year 5 and 6 word list. <i>(Drawing on knowledge of root words e.g. ordinary to spell extraordinary/ordinarily)</i></p>



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

Writing <i>Punctuation</i> Commas for clarity. Hyphens. : for a list. Bullet points () _ - , , ;-	<p>I use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I use hyphens to avoid ambiguity in some of my noun phrases.</p>	<p><i>desert/dessert; draft/draught; stationary/stationery; principal/principle).</i></p> <p>I use colons to introduce a list.</p> <p>I punctuate bullet points consistently.</p> <p>I use inverted commas and other punctuation to accurately indicate direct speech.</p>	<p>I use brackets, dashes or commas to indicate parenthesis.</p> <p>I use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
Writing <i>Vocabulary and Grammar</i> New terminology: Modal verb relative pronoun relative clause parenthesis, bracket dash cohesion ambiguity	<p>I ensure the correct and consistent use of tense throughout a piece of writing.</p> <p>I start sentences in different ways e.g. <i>-ed/-ing/simile openers, adverbials, conjunctions, adverbials of time (later, when the, as the dawn broke) adverbials of place (nearby, inside, on top of, over the rainbow, in a nearby village) adverbials of manner (as quick as a flash, with legs swinging in the air.)</i></p> <p>I use a thesaurus for alternative word choices.</p>	<p>I use stylistic devices to create effects in writing e.g. <i>simile, metaphor, personification.</i></p> <p>I use modal verbs or adverbs to indicate degrees of possibility. <i>(There might be.... It could be....we may be ...sometimes possibly....occasionally...)</i></p> <p>I use relative clauses beginning with who, which, where, when, whose, that or with an implied e.g. an omitted relative pronoun.</p> <p>I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>I use the perfect form of verbs to mark relationships of time and cause. <i>(e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)</i></p> <p>I choose words and structures for deliberate effect and I use them thoughtfully and with precision, including formal language <i>(subjunctive form)</i> and passive verbs.</p> <p>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p>



Christ Church CE (c) Primary School
English Long Term Planning – Year 5

Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
Speaking and Listening	<p>I listen carefully in discussions.</p> <p>I make contributions and ask questions that are responsive to others' ideas and views.</p> <p>I express my point of view.</p> <p>I perform poems and plays from memory, making careful choices about how I convey ideas.</p> <p>I adapt my expression and tone.</p>	<p>I develop my ideas and opinions, providing relevant detail.</p> <p>I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p> <p>I use Standard English in formal situations.</p> <p>I engage the listener by varying my expression and vocabulary.</p> <p>I perform my own compositions, using appropriate intonation and volume so that meaning is clear.</p>	<p>I adapt my spoken language depending on the audience, the purpose or the context.</p> <p>I begin to select the appropriate register according to the context.</p> <p>I show that I understand the main points, including implied meanings in a discussion.</p>