



English Long-Term Planning: Year 5

| | Autumn | Spring | Summer |
|----------------------------|--|--|--|
| Rich Texts | <ul style="list-style-type: none"> • The Lost Words • Beowulf • Jabberwocky • Tyne & Wear Tales | <ul style="list-style-type: none"> • The Highwayman • Tuesday • Street Child | <ul style="list-style-type: none"> • Street Child • Holes |
| Fiction Writing | <ul style="list-style-type: none"> • Local legend • Setting description • Character description • Persuasive speeches & letters | <ul style="list-style-type: none"> • Descriptive writing • Chapter writing including dialogue | <ul style="list-style-type: none"> • Setting description • Chapter writing including dialogue |
| Non-Fiction Writing | <ul style="list-style-type: none"> • Biography (linked to science) • Diary entries • Non-Chronological Reports (linked to dragons in art) | <ul style="list-style-type: none"> • Explanations (linked to science) • Eye witness accounts (police reports) • Recount (diary) | <ul style="list-style-type: none"> • Discussion |
| Punctuation | <ul style="list-style-type: none"> • apostrophes for singular & plural • Commas to mark FA and SC • direct speech • . , ? " ' ! | <ul style="list-style-type: none"> • Brackets for additional information • Commas to mark relative clauses | <ul style="list-style-type: none"> • Dashes for parenthesis • Develop character through dialogue |
| Grammar | <ul style="list-style-type: none"> • Revise subordinate clauses • Revise fronted adverbials • Revise expanded noun phrases • Teach relative clauses and pronouns • Modal verbs to indicate degrees of possibility • Adverbs to indicate degrees of possibility | <ul style="list-style-type: none"> • Modal verbs to indicate degrees of possibility • Adverbs to indicate degrees of possibility | <ul style="list-style-type: none"> • Use adverbs, conjunctions and pronouns to build cohesion |



English Writing Assessment Framework: Year 5

| On track for expected ARE in Year 5 | Autumn | Spring | Summer |
|-------------------------------------|---|--|--|
| Composition (NF) | <ul style="list-style-type: none"> Builds paragraphs around topics with or without subheadings Select words for effect including appropriate topic words Use own reading and models to support organisation of NF writing | <ul style="list-style-type: none"> Links ideas across paragraphs using cohesion e.g. adverbials – secondly, similarly, however Selects appropriate layout for diary, letters, reports and work in science | <ul style="list-style-type: none"> Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs Can begin to use a more formal style of writing Makes effective editing changes |
| Composition (F) | <ul style="list-style-type: none"> Builds paragraphs around changes in time and place Develop settings by selecting descriptive words for effect including similes and metaphors Develop characters through vocabulary and dialogue Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere | <ul style="list-style-type: none"> Links ideas across paragraphs using cohesion e.g. adverbials – later, meanwhile, nearby Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere Edits own work to improve writing | <ul style="list-style-type: none"> Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs Uses dialogue to develop characters Uses description including figurative language to develop setting Makes effective editing changes |
| Punctuation | <ul style="list-style-type: none"> Use apostrophes for singular & plural possession mostly independently Punctuate direct speech with few errors Use ! and ? to mark exclamations and questions Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns Use commas to mark fronted adverbials including fronted subordinate clauses | <ul style="list-style-type: none"> Can use brackets to indicate additional information Can use commas to mark relative clauses when a relative pronoun is used Uses commas to clarify meaning building on understanding of FA, SC and RC | <ul style="list-style-type: none"> Can use dashes to add comments or asides Chooses brackets, dashes or commas to mark parenthesis Uses commas to clarify meaning building on understanding of FA, SC and RC |
| Grammar | <ul style="list-style-type: none"> Understand and use subordinate clauses and recognise subordinating conjunctions Understand fronted adverbials and use FA of time, place, reason and manner Recognise determiners and nouns in a noun phrase Expand noun phrases with adjectives and prepositional phrases | <ul style="list-style-type: none"> Can use modal verbs to persuade and predict Can use adverbs of possibility Understands and uses relative clauses Uses and understands FA, SC, ENP Can differentiate between present perfect and simple tense | <ul style="list-style-type: none"> Can use modal verbs to persuade and predict Can use adverbs of possibility Understands and uses relative clauses Uses and understands FA, SC, ENP |
| Transcription | <ul style="list-style-type: none"> Use a thesaurus to help with word choices Spell most Y3/4 words correctly | <ul style="list-style-type: none"> Joins handwriting legibly Use a thesaurus to help with word choices Makes choices over presentation in different writing opportunities | <ul style="list-style-type: none"> Joins handwriting legibly Chooses what standard of writing is appropriate e.g. for notes, presentation, labelling |