

**CET Long Term English Plan**

# Year 5

<p><b>Fiction genres:</b></p> <ul style="list-style-type: none"> <li>*Stories with Historical characters or events.</li> <li>*Stories with mysteries or suspense.</li> <li>*Stories of adventure</li> <li>*Letters</li> <li>*Biographies</li> </ul>	<p><b>Non-Fiction genres:</b></p> <ul style="list-style-type: none"> <li>*Persuasive (Discussion and biased)</li> <li>*Write in a journalistic style</li> <li>*Explanation</li> <li>*Formal writing</li> </ul>	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>*Learn by heart and perform a significant poem</li> <li>*Write a poem that conveys an image</li> <li>-classic narrative</li> <li>-power of imagery</li> <li>-free verse</li> </ul>
<p><b>Speaking &amp; Listening:</b></p> <p><b>To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms.</li> <li>• Understand irony (when it is obvious).</li> </ul> <p><b>To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> <p><b>To speak with clarity</b></p> <ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul> <p><b>To tell stories with structure</b></p> <ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul> <p><b>To hold conversations and debates</b></p> <ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>*Homophones and other words that are often confused</li> <li>*Words containing the letter string ough</li> <li>*Words with the /i:/ sound spelt ei after c</li> <li>*Words ending in –ably and -ibly</li> <li>*Words ending in – able and –ible</li> <li>*Words with silent letters</li> <li>*Words ending in – ant, -ance/-ancy, ent, ence/-ency</li> </ul>	<p><b>Vocabulary, Grammar, Punctuation:</b></p> <ul style="list-style-type: none"> <li>*Brackets, dashes or commas to indicate parenthesis</li> <li>*Use of commas to clarify meaning or avoid ambiguity</li> <li>*Devices to build cohesion, including adverbials of time, place and number</li> <li>*using the perfect form of verbs to mark relationships of time and cause</li> <li>*using modal verbs or adverbs to indicate degrees of possibility</li> <li>*using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>
<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>* Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>* Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</li> </ul>		

## CET Long Term English Plan

### Reading Long Term Plan - Year 5

Word reading – decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Range of reading	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books
Familiarity with Texts	Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
Poetry and performance	Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference	Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
Prediction	Understand what they read by: predicting what might happen from details stated and implied
Authorial intent	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Understand what they read by: identifying how language, structure and presentation contribute to meaning
Non-fiction	Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction
Discussing Reading	Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views

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Writing Long Term Plan - Year 5

Contexts for writing	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning and Drafting Writing	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: using a wide range of devices to build cohesion within and across paragraphs <KPI gives examples: then, after that, this firstly> Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by: précising longer passages Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. <i>headings, bullet points, underlining</i> )
Editing Writing	Evaluate and edit by: assessing the effectiveness of their own and others' writing Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Performing Writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear