
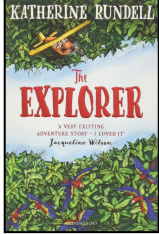
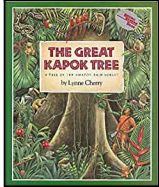
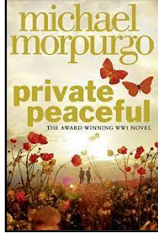

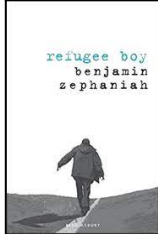

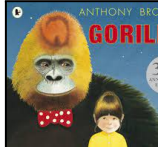
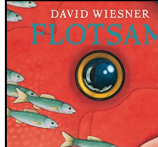

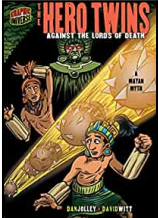

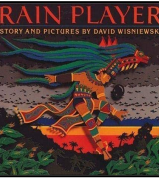

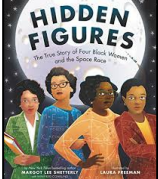


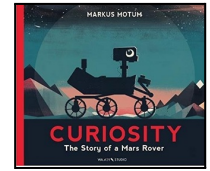
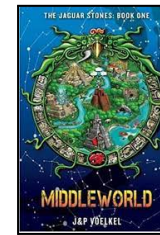
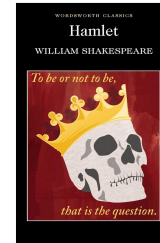
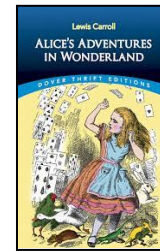
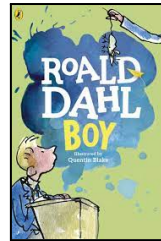
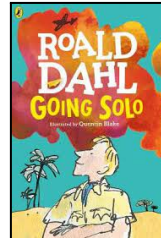
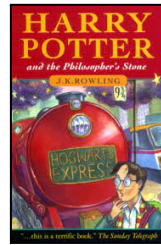
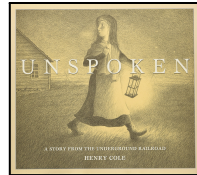
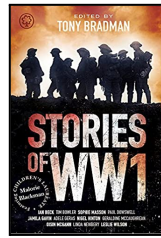
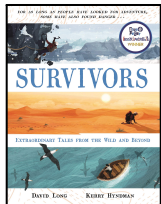
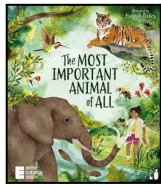
# English Long Term Plan: Pankhurst (Year 5)

	<p>Exploring South America - What makes the Amazon rainforest special?</p> <p>Autumn 1 (8 weeks)</p>	<p>The Great, The Bold, and The Brave - How did WW1 change the world?</p> <p>Autumn 2 (7 weeks)</p>	<p>Reactions and Changes - Can you make new materials by mixing materials together?</p> <p>Spring 1 (5 weeks)</p>	<p>Marvellous Maya - What can we learn from the Maya civilisation?</p> <p>Spring 2 (5 weeks)</p>	<p>Taking flight - What is a force?</p> <p>Summer 1 (7 weeks)</p>	<p>Is anyone out there? Does the moon change shape?</p> <p>Summer 2 (7 weeks)</p>
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The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.

<p>Reading for pleasure</p>	 	  	  	 	 	 
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Reading across the Curriculum (a selection of some of the books/extracts studied across the curriculum)



Writing focus

Persuasive letter (2 weeks)  
 Narrative (3 weeks)  
 Non-chronological report (3 Weeks)

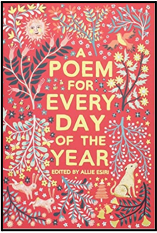
Historical fiction (3 weeks)  
 Letter informal (3 weeks)  
 Poetry (1 week)

Narrative (3 Weeks)  
 Explanation (2 Weeks)

Letter (2 weeks)  
 Monologue (3 weeks)

Recount - Non Fiction (3 Weeks)  
 Biography (3 Weeks)

Science Fiction - Narrative (3 weeks)  
 Newspaper Report (3 Weeks)

<p>Published pieces</p>	<p>Persuasive Letter on Climate Injustice</p> <p>Narrative based on the class novel The Explorer</p> <p>Non-chronological report on the Amazonian Rainforest animals</p>	<p>Historical Fiction - Narrative, telling the story from the trenches</p> <p>Informal Letter - Letter from the trenches</p>	<p>Narrative based on <i>The Piano</i> focusing on character descriptions and imagery</p> <p>Explanation text - Link with science lesson, explaining the 3 states of matter using scientific language.</p>	<p>Formal letter linked to a Global Neighbours issues</p> <p>Emotive monologue - In the voice of Joseph from the class book When The Sky Falls</p>	<p>Recount - recount day of a Maya warrior</p> <p>Biography - on the scientist Albert Einstein</p>	<p>Science Fiction - Short story based on landing on Mars (linked with curiosity book)</p> <p>Information report - Retelling the lunar landing Apollo 11</p>
<p>Focus Poems and focus poetry books</p>	<p>The Tyger by William Blake</p> 	<p>Anthem for Doomed Youth and Dulce Et Decorum Est by Wilfred Owen</p> <p>In Flanders Field by John McCrae</p> <p>The Soldier by Rupert Brook</p>	<p>Daffodils by William Wordsworth</p> 	<p>Witches' Chant from Macbeth by William Shakespeare</p>	<p>Cosmic Disco by Grace Nichols</p>	
<p>Spelling Focus</p>	<p>Words ending in '-tious' and '-ious'</p> <p>Words ending in '-cious'</p> <p>Words ending in /shul' spelled. '-cial'</p> <p>Words ending in /shul/ spelled '-tial'</p> <p>Words ending in /shul/ spelled '-cial' and '-tial' 6.</p>	<p>Words ending in '-ant'</p> <p>Words ending in '-ance' and '-ancy'</p> <p>.Words ending in '-ent' and '-ence'</p> <p>Words ending in '-able' and '-ible'</p> <p>Words ending in '-ably' and '-ibly'</p>	<p>Words ending in '-able', where the 'e' from the root word remains</p> <p>Words that are adverbs of time</p> <p>Words ending in '-fer'</p> <p>Words with 'silent' first letters</p> <p>Words with 'silent' letters</p>	<p>.Words spelled with 'ie' after c</p> <p>Words where 'ei' makes an /ee/ sound</p> <p>Words where 'ough' makes an /or/ sound</p> <p>Words containing 'ough'</p> <p>Adverbs of</p>	<p>Words that are homophones or near homophones</p> <p>Words that are homophones</p> <p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words that are</p>	<p>Words with hyphens</p> <p>Challenge Words</p> <p>Revision: Year 5 words</p> <p>Revision: Year 5 words</p> <p>.Revision: Year 5 words</p> <p>.Revision: Year 5 words</p>

	Challenge words from the statutory spelling list	Challenge Words from the statutory spelling list	Challenge Words from the statutory spelling list	possibility and frequency Challenge Words from the statutory spelling list	homophones or near homophones Challenge Words from the statutory spelling list	
<b>Boomtastics</b> (Poetic Devices)	<p><b>Note:</b> Some of these will have been introduced in KS1 but will need regular revisiting. The red Boomtastics are the ones that must be covered in this year group, any previous ones need to be revisited and any listed after the red ones can be introduced in an earlier year group if appropriate.</p> <p style="text-align: center;">           Onomatopoeia            Rhyme            Repetition            Alliteration            Simile            Metaphor  <b>Personification</b>  <b>Pathetic Fallacy</b>            Pun            Symbolism         </p>					
<b>Punctuation</b> (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use full stops, capital letters, exclamation marks, question marks.            Use apostrophes to mark missing letters in contracted forms            Use the apostrophe to show singular possession            Use commas for lists.</p> <p>(Y3) Begin to use inverted commas to punctuate direct speech.            Begin to use other punctuation inside inverted commas e.g.?!</p> <p>(Y4) Correct use of inverted commas and other punctuation to indicate direct speech.            Use apostrophes to mark plural possession. E.g. The girl's name, The girls' names            Consistently use commas after fronted adverbials.</p> <p style="text-align: center;"> <b>(Y5 New learning) Use brackets, dashes or commas to indicate parenthesis.            Use commas to clarify meaning or avoid ambiguity.</b> </p>					
<b>Grammar</b> (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use sentences with different forms: statement, question, exclamation, command.            Use expanded noun phrases to describe and specify.            Use the present and past tenses correctly and consistently including the progressive form.            Use subordination using when, if, that, or, because.            Use coordination using or, and, but.</p> <p>(Y3) Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.</p>					

	<p>Experiment with a widening range of conjunctions e.g. although, since, even though.          Use adverbs e.g. then, next, soon, therefore.          Use prepositions that position in place / environment e.g. in, on, behind, under.          Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'</p> <p>(Y4) Use fronted adverbials that indicate time e.g. then next, soon, later that day.          Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases). E.g. The strict geography teacher with slick, black hair          Use standard English verb inflections. e.g. 'we were...', 'I did...' (instead of local spoken forms such as 'we was...', 'I done...')</p> <p>(Y5 New learning)) Indicate degree of possibility using adverbs e.g. perhaps, surely.          Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must.          Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. E.g. Maisie, who was extremely tired, finished the race</p>
<p>KS2          Statutory          Writing          Assessment          Objectives</p>	<ul style="list-style-type: none"> <li>● write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>● in narratives, describe settings, characters and atmosphere</li> <li>● integrate dialogue in narratives to convey character and advance the action</li> <li>● select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>● in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)</li> <li>● use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>● use verb tenses consistently and correctly throughout their writing</li> <li>● use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>● spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>● maintain legibility in joined handwriting when writing at speed.</li> </ul>