

Year 5: Long Term Plan

Fiction

Unit title	Shame and Pain	The Portrait of Doom	The Mirror and the Window	A Ghastly Waxwork	The Face and Hands of a Vampire	Whirlpool!
Texts studied	Little Women by Louisa May Alcott	Tess of the D'Urbervilles by Thomas Hardy	Wuthering Heights by Emily Bronte	Great Expectations by Charles Dickens	Dracula by Bram Stoker	Descent into the Maelstrom by Edgar Allan Poe
Writing Outcome	Understand the way tension builds in a narrative Develop dramatic tension in an episode or story	Use objects imaginatively in creative writing	Write creatively to express a character's powerful emotions	Understand how a sense of horror and decay is created by Dickens Create a setting and character with a similar sense of dread	Introduce a reader to a menacing presence and use adjectives and figures of speech to support the effect	Understand how Poe creates tension Write a narrative which introduces a character thrust into the unknown
SPAG	FS CL V N Aj Adv semi colon/colon relative clause/pronoun parenthesis	FS CL V N Aj Adv Speech Clauses	FS CL V N Aj Adv Commas Cohesion Noun phrases	FS CL V N Aj Adv Hyphen/dashes	FS CL V N Aj Adv Tense Commas to avoid ambiguity	FS CL V N Aj Adv Noun phrases Cohesion Modal verbs Colon/semi colons

Non-Fiction

Unit Title and Writing Outcome	Non-chronological Report Models for Writing Pirates at Large!	Recount - letters Models for Writing Extracts from the ugly sisters	Explanation Models for Writing How to find pirates' treasure	Persuasive - letter/editorial/leaflet Models for Writing Giants, wolves and magic beans
Texts studied	WAGOLLs found in Writing Models Year 5 (Pie Corbett) Links made to wider curriculum or class story where appropriate			
SPAG	FS CL V N Aj Adv Subordination/coordination Conjunctions commas	FS CL V N Aj Adv cohesion	FS CL V N Aj Adv Possessive apostrophes	FS CL V N Aj Adv Bullet points

Poetry

Unit title	Go and Open the Door	Among the White Clouds
Texts studied	The Door by Miroslav Holub	Cold Mountain by Han-Shan
Writing Outcome	Understand how the structure of a poem supports the meaning Write an imaginative poem with a shape and structure which supports a theme	Build an understanding of extended metaphor in poetry Write an original poem with an extended metaphor
SPAG	FS CL V N Aj Adv Omissive apostrophes Commas to avoid ambiguity	FS CL V N Aj Adv Commas Questions

Dry SPAG Sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Prefixes</p> <p>Suffixes</p> <p>Clauses</p> <p>Singular and plural</p> <p>Pronouns and adjectives</p> <p>Verbs</p> <p>Sentences</p> <p>Adverbs</p>	<p>Relative clauses</p> <p>Relative pronouns</p> <p>Subject and verb agreement</p> <p>Nouns</p> <p>Sentences</p> <p>Sentences</p> <p>Homophones</p> <p>Verbs</p>	<p>Adverbs to show possibility</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Adjectives</p> <p>Pronouns</p> <p>Homonyms</p> <p>Punctuation</p> <p>Sentences</p>	<p>Conjunctions</p> <p>Modal verbs</p> <p>Connectives</p> <p>Pronouns</p> <p>Sentences</p> <p>Verbs</p> <p>Punctuation</p>	<p>Brackets and dashes</p> <p>Commas 1</p> <p>Paragraphs</p> <p>Verbs</p> <p>Confusing words</p> <p>Adverbs</p> <p>Verbs</p>	<p>Commas 2</p> <p>Paragraphs</p> <p>Direct speech</p> <p>Sentences</p> <p>Punctuation</p> <p>Punctuation</p> <p>Sentences</p>

Red = Keen Kite

Green = Nelson