

English Yearly Planner – Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver: Survivors Book Purpose: entertain Audience: Year 6 Form: narrative – retelling in the style of “Survivors” Outcome: Write their own survival short story based on a real, recent. Number of Weeks: 3 Text Driver: How to live forever Colin Thompson Purpose: persuasion Audience: Peter Form: speech Outcome: persuasive speech to Peter to not read the book Number of weeks: 3	Text Driver – Pandora clip (on literacy shed) Purpose: Inform Audience: Form: information text Outcome: non-fiction text about the flora, fauna, atmosphere, weather on Pandora. Number of Weeks:2 Text Driver – Pandora Purpose: describe/inform Audience: The People of Earth Form: narrative information text Outcome: take one place from Pandora (e.g. hallelujah mountains) combine the last 2 journeys to write a faction text (narrative information text) (Could look at the book “I hate snakes”) Number of week 2 Text Driver: Curiosity Purpose: Report Audience: NASA Form: Log Outcome: A log from the Rover reporting back to Nasa. Number of Weeks:1/2	Text Driver: Macbeth Purpose: To entertain Audience:Year6 Form: Narrative Outcome: 3 main outcomes: *Setting description – writing the scene of the witches (show don’t tell) use of dialogue to move story forward. *Speech –persuasion – should Macbeth to kill the King? *Report – the King’s death Number of weeks: all half term	Text Driver: Secrets of a Sun king, the story of Tutankhamun and the legend of Tutankhamun, the shadow cage Purpose: entertain Audience: parents From: narrative Outcome: a narrative of a cursed object Number of weeks 2 Purpose: inform Audience: Egyptologists Form: procedural/explanation writing (NOT instructions!) Outcome: write a procedural text on mummification Number of Weeks: 2 Purpose: discuss Audience: The Collections Trust (in charge of monitoring historical artefacts being imported/exported) Form: discussion Outcome: who do the finds of Tutankhamun belong to? Number of weeks: 1/2	Text Driver: The Highwayman Purpose: discuss Audience: a court room Form: discussion Outcome: Who is to blame for the murder of Bess? Number of Weeks: 2 Purpose: entertain Audience: Year 6 Forms: narrative Outcome: Retelling it as a first person narrative from the viewpoint of one of the characters – emphasis on figurative language and viewpoint (could be a moment in the story, rather than the whole thing) Number of Weeks : 2 Text Driver – The Wonder Garden Purpose: describe Audience: Year 6 Form: narrative Outcome: write a virtual tour into the setting (develop cohesion) Number of Weeks: 2	Text Driver: Who let the gods out? Purpose: inform Audience: Historians Form: Choice Outcome: Character profiles/Top trumps of god and goddesses? Historical comparison/contrast to modern narratives e.g. in who let the gods out? Number of Weeks:2/3 Purpose: entertain Audience: Parents Form: NARRATIVE Outcome: “unseen scene” Take a moment from the book, when there is a battle or an event to stop Thanos. Purpose: debate Audience: Zeus Form: letter Outcome: debate, should Virgo loose her “charm”?
Learning objectives to cover: * Plan their writing using other similar writing as models *note and develop initial ideas, drawing on reading and research where necessary *Start sentences with -ed clause and prepositional phrases (ISPACE?)	Learning objectives to cover: * Details are supported through elaboration and use of appropriate vocabulary including technical, precise/vivid language *Use further organisations devices to structure text and guide the reader	Learning objectives to cover: *plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed *Varied sentence structure	Learning objectives to cover: *\detail/events are supported through elaboration and use of appropriate vocabulary *Proof read for spelling and punctuation errors *Viewpoint is established and maintained	Learning objectives to cover: *Note and develop initial ideas, drawing on reading and research *Use further organisational and presentational devices to structure texts and guide the reader *Tense choice appropriate *Colons to start a list	Learning objectives to cover: *Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form *In narratives, describe settings, characters and atmosphere, integrating dialogue

* Link ideas across paragraphs using adverbials of time and other connectives *In narratives describe settings, atmosphere and character (revision) *Evaluate and assess the effectiveness of their own and others writing a variation of modal verbs *Content is balanced between action, dialogue, fact and comment *adverbs to indicate degrees of possibility *Rhetorical questions Speaking and Listening objectives: - Articulate and justify answers, arguments and opinions - Speak audibly and fluently with an increasing command of standard English - Gain, maintain and monitor the interest if the listener	*Related events or ideas organised into paragraphs *Produce internally coherent paragraphs in logical sequences using topic sentences with main ideas supported by subsequent sentences * Use appropriate tense choice *secure use of compound sentences In narratives, describe settings, characters and atmosphere *use expanded noun phrases to convey complicated information concisely Speaking and Listening objectives: - Use relative strategies to build their vocabulary - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Participate in discussions	*integrate dialogue into narratives to convey character and advance action *draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *Use relative pronouns for relative clauses *Use commas to clarify meaning or avoid ambiguity *distinguish between the language of speech and writing, choosing the appropriate register *Indefinite pronouns (somebody, something, nobody) Speaking and Listening objectives: - Listen to and respond appropriately to adults and peers - Select and use appropriate registers for effective communication - Participate in presentations and performances	*Edit sentences by either expanding or reducing for meaning and effect *parenthesis *embedded (‘-ed’) clauses Speaking and Listening objectives: - Participate in debates - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Ask relevant questions to extend understanding and knowledge	*Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. *Embellishing simple sentences *onomatopoeia *Personification *metaphors *moving parts of a sentence around to create different effects Speaking and Listening objectives: - Participate in presentations and performances, role play and improvisations - Speak audibly and fluently with an increasing command of Standard English - Gain, maintain and monitor the interest of the listener	*Detail/events are supported through elaboration and use of appropriate vocab. *Draft and write, and re-write selecting appropriate grammar *Evaluate and edit by assessing the effectiveness of their own and other’s writing, proposing changes Speaking and Listening objectives: - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Participate in deabtes
Additional SPAG to cover: *verb pre-fixes dis-, de-, mis-, over-, re- *convert nouns or adjectives into verbs using -ate, -ise, -ify * use dictionaries to check the spelling and meaning of words *use a thesaurus	Additional SPAG to cover: Recap simple tenses *subordination *perfect tense *Perfect form of verbs to mark relationships of time and cause	Additional SPAG to cover: *colons to start a list *pronouns *future tense verbs *prepositional phrases *expanded noun phrases	Additional SPAG to cover: *Revision of skills based on AFL	Additional SPAG to cover: *Revision of skills based on AFL	Additional SPAG to cover: *Revision of skills based on AFL
Guided Reading The Light Jar	Guided Reading Non fiction and poetry	Guided Reading Hugo Caberet	Guided Reading Secrets of a Sunking	Guided Reading Stormbreaker	Guided Reading Percy Jackson