

Richard Avenue Primary School
English Planning Year 5

Week One	Lesson	Week Two	Lesson
Monday	Sentence Starter Reading ~ question stems	Monday	Sentence Starter Reading ~ question stems
Tuesday	Sentence Starter Reading ~ reading response (novel)	Tuesday	Sentence Starter Reading ~ reading response (novel)
Wednesday	Sentence Starter Grammar	Wednesday	Sentence Starter Grammar
Thursday	Sentence Starter Writing ~ Features and Planning (marking ladder)	Thursday	Sentence Starter Writing ~ Evaluating /Editing and Improving
Friday	Sentence Starter Writing ~ Writing and Evaluating	Friday	Sentence Starter Writing ~ Final Published Piece

Category	Archaic Language	Non-Linear Sequences	Narrative Complexity	Symbolic Texts	Resistant Texts	Our Picks
Explanation	<i>The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.</i>	<i>Books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.</i>	<i>Unreliable narrators – multiple narrators, non-human narrators, etc., sometimes narrate books. Some books have multiple intertwined and apparently (for a time) unrelated plot lines.</i>	<i>Texts which happen on an allegorical or symbolic level. Not reflected in lexiles; critical forms of text complexity.</i>	<i>Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category.</i>	<i>Selection of quality texts that fit well into the year group's topic or are recommended reads by the teacher or pupils.</i>
Year 5	Charlotte's Web	The Infinite Lives of Maisie Day	War Horse	The Lost Thing	A Monster Calls	<i>Mr Stink</i>
	<i>Tom's Midnight Garden</i>		<i>How to Train Your Dragon</i>			

Text Types Examples

- Non-Narrative: Non-Chronological Report, Explanation, Persuasion, Discussion, Instructional, Recount
- Narrative: Adventure, Mystery, Fairy Tale, Myths & Legends, Stories from Other Cultures, Non-linear stories Contemporary Fiction, Dilemma Stories, Dialogue/Plays, Science Fiction, Historical Fiction
- Poetry: Visual Poems, Free Verse, Poet Study, Narrative – poetic stories

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	EXP	GDS
<p>Give / explain the meaning of words in context.</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text.</p>	<ul style="list-style-type: none"> • Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. • Scan a text to identify a word or phrase from reading and give alternative meaning for it. • Provide reasons for views about texts read. • Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing. 	<ul style="list-style-type: none"> • Explain similarities and differences between texts linked to themes and conventions. • Explain the meaning of words in different contexts. • Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality. 	<ul style="list-style-type: none"> • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use a wide range of presentational and organisational features to structure texts specific to the form and audience. • Plan, compose, edit and refine an explanation text showing good awareness of the reader • Use relative clauses to expand sentences. 	<ul style="list-style-type: none"> • Embed one text-type within another, controlling the writing and maintain the overall purpose. • Use a wide range of clause structures, sometimes varying their position within a sentence
	<ul style="list-style-type: none"> • Make comparisons between books, making links between themes, events and characters. • Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. • Deduce characters' thoughts, feelings and motives for their actions • 	<ul style="list-style-type: none"> • Evaluate and reason about how language is used to evoke mood and atmosphere. • Describe and explain of features of a specific form support the purpose and acknowledgement of the audience. • Evaluate how the writer has carefully considered the audience. 	<ul style="list-style-type: none"> • Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. • Use literary devices such as repetition, alliteration, "rule of three". • Begin to use dialogue to convey character and advance the action • Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase 	<ul style="list-style-type: none"> • Independently adapt language choices based on the audience and the intended impact on the reader. • Write for more than one audience, managing changes in content, features and levels of formality. •

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
<p>Identify / explain how meaning is enhanced through choice of words and phrases.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wide range of texts. Scan a text, identifying themes and conventions. Explain the meaning of words and phrases in different contexts. Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted. Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are. Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. Identify the purpose of the presentational and organisational devices in a text. Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint. 	<ul style="list-style-type: none"> Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. Evaluate the effectiveness of different organisational and presentational devices. 	<ul style="list-style-type: none"> Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader Use adverbs of possibility and modal verbs. 	<ul style="list-style-type: none"> Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.
	<ul style="list-style-type: none"> Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense. Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. Provide explanations for views held about texts read. Discuss vocabulary specifically chosen for clarity. 	<ul style="list-style-type: none"> Explain narrative viewpoint where there is more than one narrator or non-linear structure to the text. Explain and reason about how writers use language and literary devices for comic or dramatic effect. 	<ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 Consistently produce legible joined handwriting Begin to adapt writing based on a change in the audience. 	<ul style="list-style-type: none"> Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting

Reading			Writing & Grammar	
Question Stems	Reading Response EXP	Reading Response GDS	EXP	GDS
<p>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text.</p>	<ul style="list-style-type: none"> Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. Explain how words and phrases can have different meaning in multiple contexts and the impact of this. Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. Identify techniques used to shift formality and evaluate the effectiveness and purpose. 	<ul style="list-style-type: none"> Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text. Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques. Identify and discuss how a writer has appealed to more than one audience within one text. 	<ul style="list-style-type: none"> Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones Write a recount with a specific form and audience Write a linear procedural text with a wide range of presentational and organisational devices Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use preposition phrases and expanded noun phrases to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices. Spell correctly many words from Yr5/6 Use relative clauses to expand sentences. 	<ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. Develop own success criteria and makes choices on audience and form of writing. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis
	<ul style="list-style-type: none"> Explore and discuss narrative viewpoint with reference to the text. Draw inferences from reading and explain thinking, returning to the text to support opinions. Justify opinions about texts with confidence. Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process. Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. 	<ul style="list-style-type: none"> Confidently and consistently make comparisons within and between books discussing themes and conventions. Recognise and explain nuances in vocabulary choices. Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts. 	<ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. Write with a non-linear structure. Use dialogue to convey character and advance the action. Consistently produce legible joined writing. Use modal verbs and adverbs to express possibility. 	<ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view. Select precise vocabulary and grammatical structures Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader Use the full range of punctuation taught correctly and appropriately

KS2 English – Weekly Spelling Lists (Black – example words – you can replace these with other examples to fit with your novel, topic or text type).

Y3/4 Spelling List Y5/6 Spelling List These words have to be taught.

	A1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Revision of prefixes and suffixes from Y3/4.	Endings which sound like / əs/ ʃ spelt –cious or –tious <i>Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.</i>	Endings which sound like /ʃəl/ –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <i>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</i>	Words containing the letter-string ough <i>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</i>	Use the words from the Tier Two List that have been used in writing.
Words		Accidentally, actually, occasionally, probably, knowledgeable, possession, mention, occasion, question, position	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious, disastrous, marvellous, mischievous	official, special, artificial, racial, beneficial, superficial, glacial, partial, confidential, essential, potential, sequential, celestial, torrential	ought, bought, thought, nought, brought, fought rough, tough, enough cough, though, although, dough through thorough, borough plough, bough	Generate a list of spellings that have been used and/or have been misspelt.

	A2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p><i>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</i></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p><i>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear / / ε sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</i></p>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><i>The –able/–ably endings are far more common than the –ible/–ibly endings</i></p>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><i>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</i></p>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><i>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. When ending with a ‘e’ we drop the ‘e’ with –ible</i></p>
Words		<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance, ignorance, resistance, attendance, assistance, assistant</p>	<p>(substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p>	<p>available, comfortable, flammable, durable, suitable, variable, capable, horrible, legible, credible, visible, invisible, plausible, flexible</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) durable (duration)</p>	<p>changeable, noticeable, serviceable, traceable, knowledgeable, manageable, forcible, legible, forgivable, reducible, collapsible, responsible, sensible,</p>

	Sp1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><i>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</i></p>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><i>The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</i></p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p><i>The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.</i></p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p><i>The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
Words		<p>dependable, comfortable, understandable, reasonable, enjoyable, reliable, likeable/likable, lovable /loveable, useable/usable.</p>	<p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>transfer, prefer, refer, infer, defer, confer</p> <p>reference, referee, preference, transference, inference, deference, conference,</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred, inferred, inferring, deferred, deferring, conferred, conferring</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

	Sp2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	<p>Use of the hyphen.</p> <p><i>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</i></p>	<p>Words with the /i:/ sound spelt ei after c</p> <p><i>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound)</i></p>	<p>Words with the /i:/ sound spelt ei after c</p> <p><i>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound)</i></p>	<p>Words with the /i:/ sound spelt ei after c</p> <p><i>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound)</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
Words		<p>co-ordinate, re-enter, co-operate, co-own, re-educate, re-evaluate, re-explain, re-examine, re-employ, pre-arrange</p> <p>non-stick, non-fiction, ill-tempered, ill-timed, re-sign (instead of resign), re-serve (instead of reserve), re-sent (instead of resent).</p>	<p>achieve, convenience, mischievous, thief, grief, piece, friend, handkerchief, medieval, obedient, believe, hygiene, soldier, variety,</p>	<p>deceive, conceive, receive, perceive, ceiling, receipt, deceit, conceited, conceit, deceit, deceitful</p>	<p>science, reign, weight, their, foreign, neither, glacier, sufficient, neighbour, sovereign, protein, weird, ancient, beige, leisure,</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

	Su1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	<p>Words with ‘silent’ letters</p> <p><i>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</i></p>	<p>Homophones and other words that are often confused</p> <p><i>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</i></p>	<p>Homophones and other words that are often confused</p>	<p>Homophones and other words that are often confused</p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
Words		<p>doubt, island, lamb, solemn, thistle, knight, answer, listen, climb, comb, rhythm, knock, knitting, wrinkle, wreck</p> <p>Unstressed consonant: government,</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>aisle: a gangway between seats (in a church, train, plane). / isle: an island. / aloud: out loud. / allowed: permitted. / affect: usually a verb (e.g. The weather may affect our plans). / effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). / altar: a table-like piece of furniture in a church. / alter: to change. / ascent: the act of ascending (going up). / assent: to agree/ agreement (verb and noun)</p>	<p>bridal: to do with a bride at a wedding. / bridle: reins etc. for controlling a horse. / cereal: made from grain (e.g. breakfast cereal). / serial: adjective from the noun series – a succession of things one after the other. / compliment: to make nice remarks about someone (verb) or the remark that is made (noun). / complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). / farther: further / father: a male parent</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

	Su2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Suffixes and prefixes	Use the words from the Tier Two List that have been used in writing.
Words		descent: the act of descending (going down). / dissent: to disagree/disagreement (verb and noun). / desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) / dessert: (stress on second syllable) a sweet course after the main course of a meal. / draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) / draught: a current of air. / guessed: past tense of the verb guess / guest: visitor / heard: past tense of the verb hear / herd: a group of animals	led: past tense of the verb lead/ lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) /morning: before noon /mourning: grieving for someone who has died /past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) /passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) / precede: go in front of or before proceed: go on /principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) / principle: basic truth or belief	profit: money that is made in selling things / prophet: someone who foretells the future/ stationary: not moving / stationery: paper, envelopes etc. /steal: take something that does not belong to you /steel: metal / wary: cautious/ weary: tired who’s: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)	According, attached, criticise, determined, equip (ment/ped), especially, frequently, immediately, unnecessary, sincerely	Generate a list of spellings that have been used and/or have been misspelt.

Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: *th, sh, nb, nd, ht, st*
- 3 Practising sloped writing: diagonal join, no ascender: *ai, ay, kn, er, ie, en*
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: *ac, sc, bo, da, ea, ho*
- 5 Practising sloped writing: horizontal join to ascender: *wh, wl, oh, ol, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, ve*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, wa, wo, va, vo*
- 8 Practising sloped writing: joining from r: *ra, re, ri, ro, ru*
- 9 Practising sloped writing: joining from s: *sh, su, sc, sl, sw, sp*
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion – joining from f to ascender: *fl, ft*
- 12 Practising sloped writing: size – joining from f, no ascender: *fa, fe, fi, fo, fu*
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: *ff*
- 15 Practising sloped writing: speed and legibility: *rr*
- 16 Practising sloped writing: size, proportion and spacing: *ss*
- 17 Practising sloped writing: building speed: *qu*
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- 22 Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pe, pu, pi, pr*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *tial, cial*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals