

Toft Hill Primary School
Year 5 English LTP

	Autumn Term	Spring Term	Summer Term
Class Texts	<ul style="list-style-type: none"> • Ghost – Jason Reynolds • Odd and The Frost Giants – Neil Gaiman • The Watertower - Gary Crew • The Infinite lives of Maisie Day – Christopher Edge • The Stormkeeper’s island – Catherine Doyle • 	<ul style="list-style-type: none"> • The Middler – Kirsty Applebaum • The Odyssey – Geraldine McCaughrean • Usborne book of Greek myths - Various 	TBC
Handwriting (see handwriting curriculum)	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters

Vocabulary, Grammar and Punctuation

- Fronted subordination using conjunctions, e.g. when, before, after, while, so, because.
- Building a rich vocabulary and using the following sentence structures: simple, compound and complex.
- To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.'
- To use relative clauses beginning with who, which, when, whose, that or an omitted relative pronoun.
- To use brackets, dashes or commas to indicate parenthesis.
- To use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly.
- To link ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before.

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- To indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must.

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- To use brackets, dashes or commas to indicate parenthesis.
- To convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify.
- To understand verb prefixes, e.g. dis-, de-, mis-, over- and re-.

Composition	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. • To evaluate and edit by assessing the effectiveness of his/her own and others' writing. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, this, firstly. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, this, firstly. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining.
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<p style="text-align: center;">Spellings</p>	<ul style="list-style-type: none"> • endings that sound like /shuhs/ spelt with –cious • endings that sound like /shuhs/ spelt with –tious or –ious • short vowel sound /i/ spelt with y • long vowel sound /i/ spelt with y • Homophones & near homophone 	<ul style="list-style-type: none"> • 'silent' letter • Modal verbs • Words ending in 'ment' • Adverbs of possibility and frequency • Statutory Spelling Challenge Words 	<ul style="list-style-type: none"> • Creating nouns using -ity suffix • Creating nouns using -ness suffix • Creating nouns using -ship suffix • Homophones & near homophone 	<ul style="list-style-type: none"> • Words with an /or/ sound spelt 'or' • Words with /or/ sound spelt 'au' • Convert nouns or adjectives into verbs using the suffix -ate • Convert nouns or adjectives into verbs using the suffix -ise • Convert nouns or adjectives into verbs using the suffix -ify • Convert nouns or adjectives into verbs using the suffix -en 	<ul style="list-style-type: none"> • Words containing the letter string 'ough' • Words containing the letter string 'ough' • Adverbials of time • Adverbials of place • Words with an /ear/ sound spelt 'ere' • Statutory Spelling Words 	<ul style="list-style-type: none"> • Unstressed vowels in polysyllabic words • Adding verb prefixes de- and re- • Adding verb prefix over- • Convert nouns or verbs into adjectives using suffix -ful • Convert nouns or verbs into adjectives using suffix -ive • Convert nouns or verbs into adjectives using suffix -al
<p style="text-align: center;">Reading Comprehension skills</p>	<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>	
<p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>						

Key Y3 VGP Objective

Key Y4 VGP Objective

Key Y5 VGP Objective

