

Year 5 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Autumn	<p>1. Ready to Write</p> <p>(4G1.5) <u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>(4G3.2) <u>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</u></p> <p>(4G5.6b) <u>Using fronted adverbials</u></p> <p>(4G5.6b) <u>Using commas after fronted adverbials</u></p> <p>(4G5.8) <u>The grammatical difference between plural and possessive –s</u></p> <p>(4G5.7) <u>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</u></p>			<p>2. Relative Clauses</p> <p>(5G3.1a) <u>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G1.5b) <u>relative pronoun</u> • (5G3.1a) <u>relative clause</u> 			<p>3. Modal Verbs</p> <p>(5G4.1c) <u>Using modal verbs to indicate degrees of possibility</u></p> <p>(5G4.1c) <u>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G4.1c) <u>modal verb</u> 			<p>4. Adverbs</p> <p>(5G1.6) <u>Using adverbs to indicate degrees of possibility</u></p> <p>(5G1.6) <u>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</u></p>			Assessments		

Year 5 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Spring	<p>1. Parenthesis</p> <p>(5G5.9) <u>Using brackets, dashes or commas to indicate parenthesis</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G5.9) <u>parenthesis</u> • (5G5.9) <u>bracket</u> • (5G5.9) <u>dash</u> 			<p>2. Expanded Noun Phrases</p> <p>(5G3.2) <u>Using expanded noun phrases to convey complicated information concisely</u></p>			<p>3. Tenses</p> <p>(5G4.1b) <u>Using the perfect form of verbs to mark relationships of time and cause</u></p>						Assessments	

Year 5 – Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	1. Commas (5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing Terminology for pupils: • (5G5.6a) ambiguity		2. Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Terminology for pupils: • (5G1.5) cohesion							3. Prefixes (5G6.2) Verb prefixes [for example, dis-, de-, mis-, over- and re-]	4. Suffixes (5G6.3) Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	Assessments