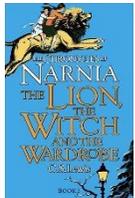
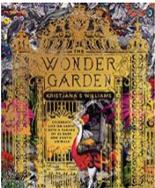
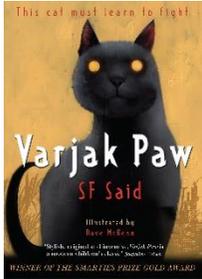
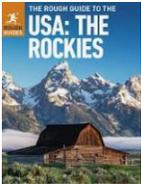
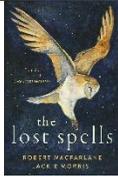


## Year 5 Long term literacy plan 2025-26

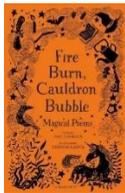
	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Curriculum focus</b>	Properties and changes of material Animals including humans Stone Age How are mountains formed? Exploring patterns (monotypes) Creation and Science: conflicting or complimentary? Textiles – combining fabric shapes		Forces Mayflower Map skills Mixed media land and cityscapes Why do Hindu's try to be good? Mechanical systems – pulleys and gears		Earth and Space The Trojan Horse How are Bideford (N/Devon) and Manteo (North Carolina) similar? Outdoor art in urban places What matters most to humanists and Christians? CAD	
<b>Previous year group texts for review and progression of skills:</b> <u>Narrative</u> <ul style="list-style-type: none"> <li>The Beasties – Jenny Nimmo</li> <li>Chalk – Bill Thomson</li> <li>Poems for Children – Ted Hughes</li> <li>A River - Marc Martin</li> <li>Beyond the Stars: The King of the Birds</li> <li>Oliver and the Seawigs – Phillip Reeve</li> <li>The Iron Man – Ted Hughes</li> <li>The Lost Thing – Shaun Tan</li> </ul> <u>Non-fiction</u> <ul style="list-style-type: none"> <li>I met Dudley – Roger McGough</li> <li>Rainforest Rough Guide – Paul Mason</li> <li>Anthology of intriguing animals</li> </ul>	<b>The Chronicles of Narnia: The Lion, The Witch and The Wardrobe – C.S. Lewis (5 weeks)</b> <b>Narrative - adventure</b>  <b>Outcome: Story telling session with parents during open classroom</b> <b>The Tear Thief – Carol Ann Duffy and Nicoletta Ceccoli (2 weeks) Narrative</b>  <b>✓opportunities for rhetoric</b>	<b>Continue The Tear Thief (2 weeks)</b> <b>Outcome: Read a story to a younger intended audience (Year 3)</b> <b>The Wonder Garden (5 weeks)</b> <b>Information text</b>  <b>Outcome: Create an illustrated double-page spread for display</b>	<b>Kick – Mitch Johnson (4 weeks)</b> <b>Persuasive text</b>  <b>Outcome: Write a letter to the intended audience and post (await reply)</b> <b>The Squall - Leonora Speyer / Before the Squall – Arthur Symons /The Squall – Anon (2 weeks) Poetry</b> 	<b>Continue poetry (1 week)</b> <b>Outcome: Recite in assembly OR publish for school website</b> <b>Cosmic – Frank Cottrell Boyce (3 weeks)</b> <b>Narrative</b>  <b>Outcome: Turn your narrative into a play script (act it out to Year 4)</b> <b>History high-quality answer: Why did 102 people leave England in 1620?</b> <b>Outcome: Extended write-up into history books</b>	<b>Varjak Paw- SF Said (5 weeks)</b> <b>Narrative – fiction</b>  <b>✓opportunities for rhetoric</b> <b>Outcome: Make your own illustrated book in the style of Dave McKean (apply art skills learnt this year)</b> <b>Continue Varjak Paw (1 week, Summer 2)</b>	<b>The explorer- (4-5 weeks) Narrative</b>  <b>Outcome: Create an audio diary recording.</b> <b>Rocky Mountains travel guide (review geog learning + apply to new context) (2 weeks)</b> <b>Information text (leaflet)</b>  <b>Outcome: Create a leaflet advertising a coastal area studied</b>

<p><b>Grammar content overview</b></p>	<p>The Chronicles of Narnia</p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time [<i>later</i>], place [<i>nearby</i>] and number [<i>secondly</i>] or tense choices [<i>he had seen her before</i>].</li> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Inverted commas for direct speech/dialogue [Y4 review]</li> </ul> <p>The Tear Thief</p> <ul style="list-style-type: none"> <li>Fronted adverbials [Y4 review]</li> <li>Expanded noun phrases - adjectival phrases [<i>the fierce, scaly-skinned dragon</i>] and prepositional phrases [<i>under the sea</i>] [Y4 review]</li> <li>Use a range of verb forms, particularly the perfect, to make relationships of time and cause</li> </ul>	<p>The Wonder Garden</p> <ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Pre- and post-modification of nouns, including relative clauses [<i>beginning with who, which, where, when, whose, that</i>] or an omitted relative pronoun</li> </ul>	<p>Kick</p> <ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs [<i>perhaps, surely</i>] or modal verbs [<i>might, should, will, must</i>]</li> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Use pronouns or nouns to aid cohesion and avoid repetition [Y4 review]</li> <li>Verb prefixes [<i>dis-, de-, mis-, over- and re-</i>]</li> </ul> <p>The Squall</p> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [<i>-ate; -ise; -ify</i>]</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Cosmic</p> <ul style="list-style-type: none"> <li>Relative clauses [<i>beginning with who, which, where, when, whose, that</i>] or an omitted relative pronoun</li> <li>Link ideas using tense choices [<i>e.g. he had seen her before instead of he saw her before</i>]</li> </ul> <p>History high-quality answer: Why did 102 people leave England in 1620?</p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time [<i>later</i>], place [<i>nearby</i>] and number [<i>secondly</i>] or tense choices [<i>he had seen her before</i>].</li> <li>Devices to build cohesion within a paragraph [<i>e.g. then, after that, this, firstly</i>]</li> <li>Use a range of verb forms, particularly the perfect, to make relationships of time and cause</li> <li>Indicating degrees of possibility using adverbs [<i>perhaps, surely</i>] or modal verbs [<i>might, should, will, must</i>]</li> </ul>	<p>Varjak Paw</p> <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Linking ideas across paragraphs using adverbials of time [<i>later</i>], place [<i>nearby</i>] and number [<i>secondly</i>] or tense choices [<i>he had seen her before</i>].</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis [Y6 preteaching]</li> <li>Use of semi-colon, colon and dash to mark the boundary between independent clauses [Y6 preteach]</li> </ul>	<p>The Explorer</p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [<i>e.g. then, after that, this, firstly</i>]</li> <li>How hyphens can be used to avoid ambiguity [Y6 preteach]</li> <li>Use a range of verb forms, particularly the perfect, to make relationships of time and cause</li> </ul> <p>Rocky Mountains Travel Guide (leaflet)</p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph</li> <li>Layout devices [Y6 preteach]</li> <li>Use a range of clause structures [Y4 review]</li> </ul>

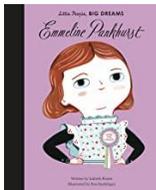
**Core Story time  
Texts (Reading spine)**



**The Lost Spells**  
Robert Macfarlane  
Poetry, nature, encouraging oracy.



**Fire Burn Cauldron Bubbie**  
Paul Cookson  
Classic/established/rising poets, magical, poetry.



**Emmeline Pankhurst**  
Little People Big Dreams  
Equality, significant historical figure



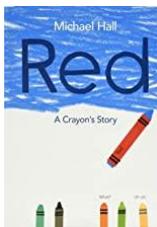
**Sofia Valdez, future prez**  
Andrea Beaty



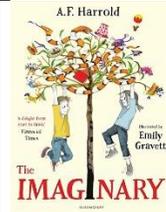
**A series of unfortunate Events**  
Lemony Snickett  
Humour, bereavement, relationships.



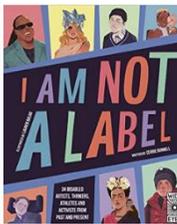
**The Wonder Garden**  
Jenny Broom  
Science links – animals including humans/habitats, developing worldly awareness.



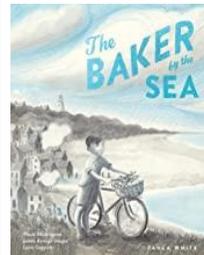
**Red: A crayon's story**  
Michael Hall  
Diversity, equality



**The Imaginary**  
A.F. Harrold  
Contemporary author, fear, friendship



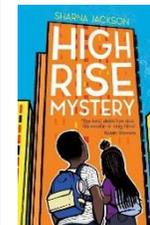
**I am Not a Label**  
Carrie Burnell  
Disability, race, gender, past and present



**The Baker by the sea**  
Paul White  
Family, relationships, community



**The Secret Garden**  
Frances Hodgson Burnett  
Archaic language, traditional story, set in another time.



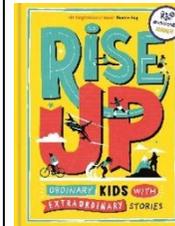
**High Rise Mystery**  
Sharna Jackson  
Race, inclusion, mystery



**Ruth Bader Ginsburg**  
Little People Big Dreams  
Diversity, race, equality, significant historical figure



**Great Adventurers: The incredible expeditions of 20 explorers**  
Alastair Humphreys'  
Reference text, gender, race.



**Rise Up**  
Amanda Li and Amy Blackwell  
Age, race, gender, fantasy.



**King and King**  
Linda de Haan  
Relationships, families, respect

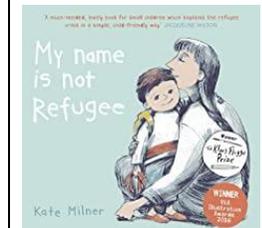


**The Malanander**  
Thomas Taylor  
Loss, mystery, adventure.



**Between Worlds**  
Kevin Crossley Holland

Myths and legends, series of folktales.



**My name is not refugee**  
Kate Milner  
Diversity, respect, refugees

	<p>Equality, respect, community</p>	 <p><b>The Barnabus Project</b> <i>The Fan Brothers</i> Differences, respect, caring, friendship, equality, stereotypes</p>		 <p><b>And tango makes three</b> Justin Richardson Families, respect, differences</p>		
<p><b>Teaching Reading Core texts</b></p>	<p>Extract - Skysteppers – Katherine Rundell (fiction, adventure)          ✓ Retrieve, record and present information from non-fiction          ✓ Make inferences from the text or explain and justify inferences with evidence from the text</p> <p>The Chronicles of Narnia: The Lion, The Witch and The Wardrobe – C.S. Lewis (fiction, fantasy, literacy heritage)          ✓ Give or explain the meaning of words in context          ✓ Discuss and evaluate how authors use language, including figurative language, considering the image on the reader</p> <p>Poetry</p>	<p>Mini-histories Comic – Prehistoric Britian (non-fiction, comic)          ✓ Retrieve, record and present information from non-fiction</p> <p>Larklight – Philip Reeve (fiction, Sci-Fi)          ✓ Identify how language, structure and presentation contribute to meaning          ✓ Explain how meaning is enhanced through choice of vocabulary          ✓ Give or explain the meaning of words in context</p>	<p>Rumaysa: A Fairy Tale – Radia Hafiza (fiction, traditional tale, cultures and traditions)          ✓ Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence          ✓ Predicating what might happen from details stated and implied</p> <p>The Invention of Hugo Cabret – Brian Selznick (fiction, graphic novel)          ✓ Retrieve, record and present information from fiction and non-fiction          ✓ Predicating what might happen from details stated and implied          ✓ Summarising and ordering events (ABCD/1234)</p>	<p>The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky (non-fiction, information text)          ✓ Give or explain the meaning of words in context          ✓ Retrieve, record and present information from non-fiction</p> <p>Ice Whisperers - Helenka Stachera (fiction, fantasy and adventure)          ✓ Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence          ✓ Retrieve, record and present information from non-fiction</p>	<p>Knowledge Encyclopaedia - Space! The Universe as You’ve Never Seen it Before – DK (non-fiction, text book)          ✓ Give or explain the meaning of words in context          ✓ Identify how language, structure and presentation contribute to meaning          ✓ Retrieve and record information/key details from non-fiction</p> <p>Beowulf – Michael Morpurgo (fiction, myths and legends)          ✓ Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Hercules Superhero (Play Performance)          ✓ Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          ✓ Predicting what might happen from details stated and implied</p> <p>Eragon – Christopher Paolini (fiction, dystopian, science, fantasy)          ✓ Retrieve, record and present information from non-fiction          ✓ Give or explain the meaning of words in context          ✓ Predicting what might happen from details stated and implied</p> <p>Dragonology: The Complete Book of Dragons – Dugald</p>

				<p>Dragon Rider-Cornelia Funke (Fiction, fantasy and adventure)</p> <p>✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>✓ Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Shakespeare- Macbeth (archaic play)</p> <p>✓ Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>✓ Predicting what might happen from details stated and implied</p> <p>The Squall - Leonora Speyer Before the Squall – Arthur Symons The Squall – Anon (Poetry comparison, performance reading)</p> <p>✓ learning a wider range of poetry by heart</p> <p>✓ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Steer (fiction, mythological fantasy)</p> <p>✓ Identify how language, structure and presentation contribute to meaning</p> <p>✓ Explain how meaning is enhanced through choice of vocabulary</p> <p>✓ Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.</p> <p>Rooftoppers (make sure this is different to Y4 planning)</p>
<ul style="list-style-type: none"> <li>✓ Recommended books that they have read to their peers, giving reasons for their choices.</li> <li>✓ Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>✓ Making comparisons within and across books.</li> <li>✓ Checking that the books makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>✓ Asking questions to improve their understanding.</li> <li>✓ Distinguish between statements of fact and opinion</li> <li>✓ Participate in discussions about books that are read to them and that they read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>✓ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary</li> <li>✓ Provide reasoned judgements for their views.</li> </ul>						
<p><b>Additional recommended texts</b></p>	<p><b>Alices Adventures in Wonderland</b> – <i>Lewis Carroll</i> (traditional story, key author)</p> <p><b>Amari and the Night Brothers</b> <i>B.B Alston</i> (race, reading for pleasure)</p> <p><b>Asha and the Spirt</b> – Jasbinder Bilan (<i>race, religion, belief, adventure</i>)</p> <p><b>The Book of Comparisons: Sizing the World Around You</b> – <i>Clive Gifford and Paul Boston</i> (information text, science links)</p> <p><b>The Boy at the Back of the Class</b> – <i>Onjali Q. Rauf</i> (race, refugees, contemporary author)</p>					

	<p><b>Bridge to Terabithia</b> – <i>Katherine Paterson</i> (gender, fantasy)  <b>Frostheart</b> - <i>Jamie Littler</i> (friendship, magical, adventure)  <b>The Garden of Lost Secrets</b> – <i>A. M. Howell</i> (set in another time, adventure)  <b>Pages and Co: Tilly and the Bookwanderers</b> – <i>Anna James</i> (mystery)  <b>Rooftoppers</b> – <i>Katherine Rundell</i> (contemporary author, adventure)  <b>The Wizards of Once</b> – <i>Cressida Cowell</i> (contemporary author, fantasy)  <b>The Wolves in the Walls</b> – <i>Neil Gaiman and Dave McKean</i> (picture book, set in another time)  <b>The Wonderful Wizard of Oz</b> – <i>L. Frank Baum</i> (friendship, fantasy, classic, archaic language)  <b>A Boy Called Hope</b> – <i>Lara Williamson</i> (bereavement, family, empathy)  <b>Beetle Boy</b> – <i>M.G. Leonard</i> (reading for pleasure, adventure, mystery)  <b>The Last Bear</b> – <i>Hannah Gold</i> (animal adventure, climate change)  <b>Me, My Dad and the End of the Rainbow</b> – <i>Benjamine Dean and Sandhya Prabhat</i> (LGBTQia2s+, family, race, friendship)  <b>Mary Poppins</b> – <i>P. L. Travers</i> (classic text, archaic language, reading for pleasure)  <b>Mythological: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greek</b> – <i>Dr Stephen P. Kershaw and Victoria Topping</i> (textbook, factual)  <b>The Animals of Farthing Wood</b> – <i>Colin Dann</i> (archaic language, friendship, adventure)  <b>Dragon Mountain</b> – <i>Katie and Kevin Tsang</i> (friendship, fantasy, adventure)  <b>Sensational!</b> – <i>Roger McGough</i> (poetry, links to science – senses, information)  <b>I Bet I Can Make You Laugh</b> – <i>Joshua Seigal</i> (poetry, cultural, humour)  <b>Please Mrs Butler</b> – <i>Allan Ahlberg</i> (poetry, humour)  <b>Hot Like Fire and other poems</b> – <i>Valerie Bloom</i> (poetry, race, culture)  <b>Hopscotch in the Sky</b> – <i>Lucinsa Jacob</i> (poetry, funny)  <b>Cloud Busting</b> – <i>Malorie Blackman</i> (poetry, non-linear story structure, anti-bullying, friendship)  <b>Overhead in a Tower Block</b> – <i>Joseph Coelho</i> (poetry, cultural)  <b>A Kid in My Class</b> - <i>Rachel Rooney</i> (Diversity, feelings)</p>					
<b>Subject specific texts</b>	DK Find out Stone Age <a href="#">Stone Age (History)</a>  Nine Months – Miranda Paul <a href="#">Animals including humans (Science)</a>	Nano – Jess Wade <a href="#">Properties of materials (Science)</a>  On a Beam of Light – Jennifer Berne <a href="#">Properties of materials (Science)</a>  The Tin Snail – Cameron McAllister <a href="#">Properties of materials (Science)</a>	Fantastic Forces and Incredible Machines – Stem Quest <a href="#">Forces (Science)</a>  Newton’s Rainbow – Katherine Lasky <a href="#">Forces (Science)</a>	Planetarium – Space Museum <a href="#">Earth and Space (Science)</a>  The Skies Above My Eyes – Charlotte Guillian <a href="#">Earth and Space (Science)</a>	Break the Mould Sinead Burke RHE	Mythological: An Encyclopedia Of Gods, Monsters And Mortals From Ancient Greek - Dr. Stephen P. Kershaw And Victoria Topping <a href="#">Greeks (History)</a>

**Handwriting**

Pupils will be taught:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

**Spelling Overview:** Read Write Inc Spelling

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<ul style="list-style-type: none"> <li>• Silent letter – b</li> <li>• Suffix –ible</li> <li>• Suffix –able</li> <li>• ‘ough’ words</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letter – t</li> <li>• Suffix –ibly</li> <li>• Suffix –ably</li> <li>• Homophones and often confused words</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix –ent</li> <li>• Suffix –ence</li> <li>• /ee/ sound spelt ei</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix –ant</li> <li>• Suffix –ance</li> <li>• Suffix –ancy</li> <li>• Words ending in -cious</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending with –tious</li> <li>• Words ending in –cial</li> <li>• Words ending in -tial</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation and year 5/6 words</li> </ul>