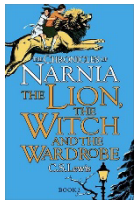
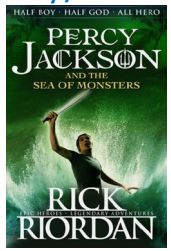
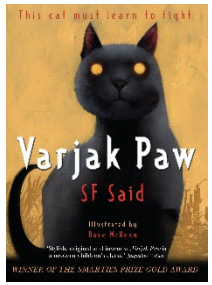
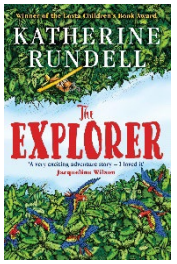
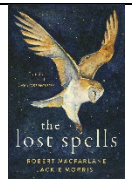
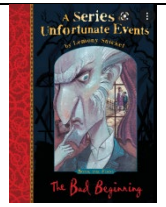
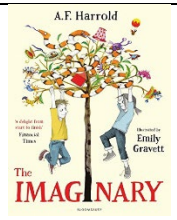
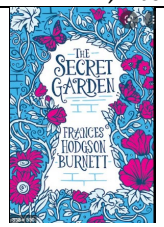
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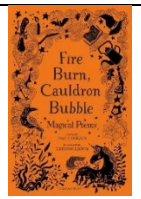
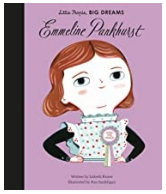
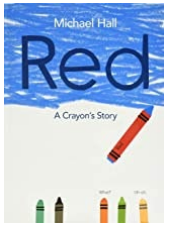
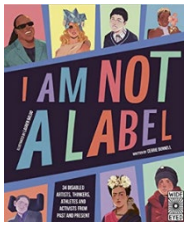
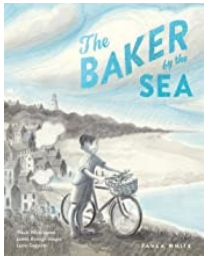
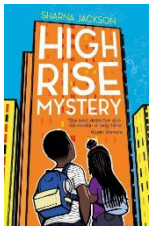
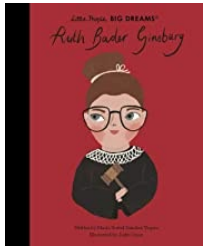
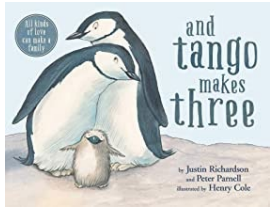
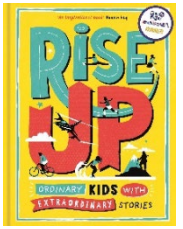
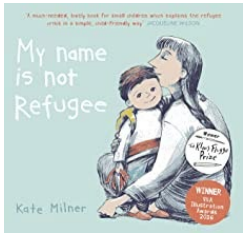
Year 5 Long term literacy plan 2026-27

	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)
Previous year group texts for review and progression of skills: Narrative • The Beasties – Jenny Nimmo • Chalk – Bill Thomson • Poems for Children – Ted Hughes • A River - Marc Martin • Beyond the Stars: The King of the Birds • Oliver and the Seawigs – Phillip Reeve • The Iron Man – Ted Hughes • The Lost Thing – Shaun Tan Non-fiction • I met Dudley – Roger McGough • Rainforest Rough Guide – Paul Mason • Anthology of intriguing animals	**The Chronicles of Narnia: The Lion, The Witch and The Wardrobe – C.S. Lewis (5 weeks)** Narrative - adventure  Outcome: Story telling session with parents during open classroom **The Tear Thief – Carol Ann Duffy and Nicoletta Ceccoli (2 weeks)** Narrative  ✓opportunities for rhetoric	**Continue The Tear Thief (2 weeks)** Outcome: Read a story to a younger intended audience (Year 3) **The Wonder Garden (5 weeks)** Information text  Outcome: Create an illustrated double-page spread for display	**Percy Jackson (Book 2) – (4 weeks)** Diary / Journal writing  Outcome: Write a diary entry detailing Percy's journey through the sea of monsters **The Squall - Leonora Speyer / Before the Squall – Arthur Symons /The Squall – Anon (2 weeks)** Poetry 	**Continue poetry (1 week)** Outcome: Recite in assembly OR publish for school website **Cosmic – Frank Cottrell Boyce (3 weeks)** Narrative  Outcome: Turn your narrative into a play script (act it out to Year 4) **History high-quality answer: Why did 102 people leave England in 1620?** Outcome: Extended write-up into history books	**Varjak Paw- SF Said (5 weeks)** Narrative – fiction  ✓opportunities for rhetoric Outcome: Make your own illustrated book in the style of Dave McKean (apply art skills learnt this year) **Continue Varjak Paw (1 week, Summer 2)**	**The explorer- (4-5 weeks)** Narrative  Outcome: Create an audio diary recording. **Rocky Mountains travel guide (review geog learning + apply to new context) (2 weeks)** Information text (leaflet)  Outcome: Create a leaflet advertising a coastal area studied
Grammar content overview	The Chronicles of Narnia • Linking ideas across paragraphs using adverbials of time [*later*], place	The Wonder Garden • Use commas to clarify meaning or avoid ambiguity	Kick • Indicating degrees of possibility using adverbs [*perhaps, surely*] or modal	Cosmic • Relative clauses [*beginning with who, which, where, when, whose, that*] or an	Varjak Paw • Brackets, dashes or commas to indicate parenthesis	The Explorer • Devices to build cohesion within a paragraph [*e.g. then, after that, this, firstly*]

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	[*nearby*] and number [*secondly*] or tense choices [*he **had** seen her before*]. • Brackets, dashes or commas to indicate parenthesis • Inverted commas for direct speech/dialogue [Y4 review] The Tear Thief • Fronted adverbials [Y4 review] • Expanded noun phrases - adjectival phrases [*the fierce, scaly-skinned dragon*] and prepositional phrases [*under the sea*] [Y4 review] • Use a range of verb forms, particularly the perfect, to make relationships of time and cause	• Brackets, dashes or commas to indicate parenthesis • Pre- and post-modification of nouns, including relative clauses [*beginning with who, which, where, when, whose, that*] or an omitted relative pronoun	verbs [*might, should, will, must*] • Use commas to clarify meaning or avoid ambiguity • Use pronouns or nouns to aid cohesion and avoid repetition [Y4 review] • Verb prefixes [*dis-, de-, mis-, over- and re-*] The Squall • Converting nouns or adjectives into verbs using suffixes [*-ate; -ise; -ify*] • Use of commas to clarify meaning or avoid ambiguity	omitted relative pronoun • Link ideas using tense choices [*e.g. he had seen her before instead of he saw her before*] History high-quality answer: Why did 102 people leave England in 1620? • Linking ideas across paragraphs using adverbials of time [*later*], place [*nearby*] and number [*secondly*] or tense choices [*he **had** seen her before*]. • Devices to build cohesion within a paragraph [*e.g. then, after that, this, firstly*] • Use a range of verb forms, particularly the perfect, to make relationships of time and cause • Indicating degrees of possibility using adverbs [*perhaps, surely*] or modal verbs [*might, should, will, must*]	• Use commas to clarify meaning or avoid ambiguity • Linking ideas across paragraphs using adverbials of time [*later*], place [*nearby*] and number [*secondly*] or tense choices [*he **had** seen her before*]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis [Y6 preteaching] • Use of semi-colon, colon and dash to mark the boundary between independent clauses [Y6 preteach]	• How hyphens can be used to avoid ambiguity [Y6 preteach] • Use a range of verb forms, particularly the perfect, to make relationships of time and cause Rocky Mountains Travel Guide (leaflet) • Devices to build cohesion within a paragraph • Layout devices [Y6 preteach] • Use a range of clause structures [Y4 review]
Core Story time Texts (Reading spine)	 **The Lost Spells** *Robert Macfarlane* Poetry, nature, encouraging oracy.	 **A series of unfortunate Events** *Lemony Snickett*	 **The Imaginary** *A.F Harrold*	 **The Secret Garden** *Frances Hodgson Burnett*	 **Great Adventurers: The incredible expeditions of 20 explorers**	 **The Malanander**

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	 **Fire Burn Cauldron Bubble** *Paul Cookson* Classic/established/rising poets, magical, poetry.  **Emmeline Pankhurst** Little People Big Dreams Equality, significant historical figure  **Sofia Valdez, future prez** Andrea Beaty Equality, respect, community	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 Barnabus Project** *The Fan Brothers* *Differences, respect, caring, friendship, equality, stereotypes*	Contemporary author, fear, friendship  **I am Not a Label** *Cerrie Burnell* Disability, race, gender, past and present  **The Baker by the sea** *Paul White* Family, relationships, community	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  And tango makes three Justin Richardson Families, respect, differences	*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	*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

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Teaching Reading Core texts	Extract – Kensuke's Kingdom (fiction, adventure) ✓ Retrieve, record and present information ✓ Make inferences from the text or explain and justify inferences with evidence from the text Percy Jackson ✓ Give or explain the meaning of words in context ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Retrieve, record and present information 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 Poetry	Mini-histories Comic – Prehistoric Britian (non-fiction, comic) ✓ Retrieve, record and present information 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	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 The Invention of Hugo Cabret – Brian Selznick (fiction, graphic novel) ✓ Retrieve, record and present information ✓ Predicating what might happen from details stated and implied ✓ Summarising and ordering events	The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky (non-ficiton, information text) ✓ Give or explain the meaning of words in context ✓ Retrieve, record and present information from non-fiction 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 Dragon Rider-Cornelia Funke (Fiction, fantasy and adventure) ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Summarise main ideas from more than one paragraph, identifying key	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 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 Shakespeare- Macbeth (archaic play) ✓ 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 The Squall - Leonora Speyer Before the Squall – Arthur Symons The Squall – Anon	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 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 Dragonology: The Complete Book of Dragons – Dugald Steer (fiction, mythological fantasty) ✓ Identify how language, structure and presentation contribute to meaning ✓ Explain how meaning is enhanced through choice of vocabulary ✓ Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.

				details that support the main ideas.	(Poetry comparison, performance reading) ✓ learning a wider range of poetry by heart ✓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	Rooftoppers (make sure this is different to Y4 planning)
	✓ Recommended books that they have read to their peers, giving reasons for their choices. ✓ Identifying and discussing themes and conventions in and across a wide range of writing. ✓ Making comparisons within and across books. ✓ Checking that the books makes sense to them, discussing their understanding and exploring the meaning of words in context. ✓ Asking questions to improve their understanding. ✓ Distinguish between statements of fact and opinion ✓ 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. ✓ 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 ✓ Provide reasoned judgements for their views.					
Additional recommended texts	**Alices Adventures in Wonderland –** *Lewis Carroll* (traditional story, key author) **Amari and the Night Brother**s *B.B Alston* (race, reading for pleasure) **Asha and the Spirt** – Jasbinder Bilan *(race, religion, belief, adventure)* **The Book of Comparisons: Sizing the World Around You** – *Clive Gifford and Paul Boston* (information text, science links) **The Boy at the Back of the Class –** *Onjali Q. Rauf* (race, refugees, contemporary author) **Bridge to Terabithia –** *Katherine Paterson* (gender, fantasty) **Frostheart** - *Jamie Littler* (friendship, magical, adventure) **The Garden of Lost Secrets** – *A. M. Howell* (set in another time, adventure) **Pages and Co: Tilly and the Bookwanderers** – *Anna James* (mystery) **Rooftoppers** – *Katherine Rundell* (contemporary author, adventure) **The Wizards of Once –** *Cressida Cowell* (contemporary author, fantasy) **The Wolves in the Walls** – *Neil Gaiman and Dave McKean* (picture book, set in another time) **The Wonderful Wizard of Oz –** *L. Frank Baum* (friendship, fantasy, classic, archaic language) **A Boy Called Hope** – *Lara Williamson* (bereavement, family, empathy) **Beetle Boy** – *M.G. Leonard* (reading for pleasure, adventure, mystery) **The Last Bear** – *Hannah Gold* (animal adventure, climate change) **Me, My Dad and the End of the Rainbow** – *Benjamine Dean and Sandhya Prabhat* (LGBTQia2s+, family, race, friendship) **Mary Poppins** – *P. L. Travers* (classic text, archaic language, reading for pleasure) **Mythological: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greek** – *Dr Stephen P. Kershaw and Victoria Topping* (textbook, factual)					

	The Animals of Farthing Wood – *Colin Dann* (archaic language, friendship, adventure) **Dragon Mountain** – *Katie and Kevin Tsang* (friendship, fantasy, adventure) **Sensational!** – *Roger McGough* (poetry, links to science – senses, information) **I Bet I Can Make You Laugh** – *Joshua Seigal* (poetry, cultural, humour) **Please Mrs Butler** – *Allan Ahlberg* (poetry, humour) **Hot Like Fire and other poems** – *Valerie Bloom* (poetry, race, culture) **Hopscotch in the Sky** – *Lucinsa Jacob* (poetry, funny) **Cloud Busting** – *Malorie Blackman* (poetry, non-linear story structure, anti-bullying, friendship) **Overhead in a Tower Block** – *Joseph Coelho* (poetry, cultural) **A Kid in My Class** - *Rachel Rooney* (Diversity, feelings)					
Subject specific texts	DK Find out Stone Age Stone Age (History) Nine Months – Miranda Paul Animals including humans (Science)	Nano – Jess Wade Properties of materials (Science) On a Beam of Light – Jennifer Berne Properties of materials (Science) The Tin Snail – Cameron McAllister Properties of materials (Science)	Fantastic Forces and Incredible Machines – Stem Quest Forces (Science) Newton's Rainbow – Katherine Lasky Forces (Science)	Planetarium – Space Museum Earth and Space (Science) The Skies Above My Eyes – Charlotte Guillian Earth and Space (Science)	Break the Mould Sinead Burke RHE	Mythological: An Encyclopedia Of Gods, Monsters And Mortals From Ancient Greek - Dr. Stephen P. Kershaw And Victoria Topping Greeks (History)
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					