

ENGLISH LONG-TERM PLAN YEAR 5 KEY TEXT TYPE: Balanced argument / Newspaper report

<p>History / Geography: Extreme Earth</p> <p>Science : Earth and Space</p>	<p>History / Geography: Ancient Mayans</p> <p>Science : Changing Materials</p>	<p>History / Geography: Changing power of the monarchy/Victorians</p> <p>Science : Animals including humans</p>
Autumn 1	Spring 1	Summer 1
<p>Text: Kensuke's Kingdom -Letter fronted adverbials</p> <p>Diary entry—fronted adverbials</p> <p>Letter of application astronaut using causal conjunctions— Science link</p>	<p>Text: The Titanic</p> <p>Fact-file—relative clauses</p> <p>Balanced argument Who was to blame for the Titanic's sinking? —parenthesis and subordinating conjunctions</p> <p>Eye Witness Account Eva Hart</p>	<p>Text : Holes Non chronological report : The yellow-spotted lizard.</p> <p>Balanced argument Should the boys be detained?</p> <p>The Highway Man</p> <p>Playscripts : The Highway Man: Traditional / alternative versions</p> <p>Balanced Argument— Did the Highway Man deserve it?</p>
Autumn 2	Spring 2	Summer 2
<p>Text: Everest</p> <p>Suspense narrative—varied sentence lengths</p> <p>News report using relative clauses and direct speech.</p> <p>Recount of local visit using Adverbials Space Centre</p> <p>Text—Rover / Walle VIDEO</p> <p>Non Chronological report / Explanation text</p>	<p>Text: Gangsta Granny Ben's Diary entry</p> <p>Balanced argument—Should they steal the Crown Jewels?</p> <p>Non chronological report : The Tower of London</p> <p>Text: Gerri's Game (video unit)</p> <p>Narrative—a two person perspective</p> <p>Whole School Poetry Unit</p>	<p>Text: The Wolf in the Walls - Diary entry</p> <p>Street child.—Non Chronological report—Victorian children</p> <p>Text: Hamlet Narrative</p> <p>Playscripts</p> <p>Transition Text: Letters from the Lighthouse/ Goodnight Mr Tom</p>
<p>Use further organisational and presentational devices to structure text and to guide the reader</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Children will reflect in their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar</p>

Writing purposes:

ENTERTAIN

DISCUSS

PERSUADE

INFORM

EXPLAIN