**SPAG Long Term Plan Year 5**

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| **Grammar**   * **sentence types (statement, command, question, exclamation)** * **coordinating conjunctions (using acronym ‘fanboys’)** * **expanded noun phrases (including adding a prepositional phrase)** * **tense (past simple, present simple)** * **tense (past progressive, present progressive)** * **tense (past perfect, present perfect)** * **subordinating conjunction (using acronym ‘a white bus’)** * **standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]** * **appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition** * **prepositions** * **adverbs (time, reason, manner, place)** * **fronted adverbials** * **use of paragraphs to organise ideas around a theme** * **devices to build cohesion within a paragraph [for example, then, after that, this, firstly]** * **modal verbs** | |
| **Punctuation**   * **capital letters** * **full stops** * **exclamation marks** * **question marks** * **inverted commas** * **commas (to separate words in a list)** * **commas (to separate an independent clause from a subordinate clause)** * **commas (to mark a fronted adverbial of time, reason, manner or place)** * **apostrophes to mark plural possession** * **commas (to clarify meaning or avoid ambiguity)** * **brackets, dashes or commas to indicate parenthesis** | **Terminology**   * **conjunction** * **preposition** * **word family** * **prefix** * **clause** * **subordinating clause** * **direct speech** * **consonant** * **vowel** * **inverted commas** * **determiner** * **pronoun** * **possessive pronoun** * **adverbial** |

**Spelling Long Term Plan Year 5**

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| **Autumn 1** | Review frequently misspelt words including some homophones and near homophones  Review plurals – adding –s, -es, -ies, -ves  Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly  Review suffixes beginning with vowel letters to words  Focus on morphology |
| **Autumn 2** | Review suffixes beginning with vowel letters to words with unstressed syllables  Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list  Review soft c- words in statutory list  Explore words with the /i:/ sound spelt ei after c  Review word endings that sound like el |
| **Spring 1** | Explore words with -cial or -tial endings  Explore words ending in –cially or -tially  Review words from Y34 statutory word list  Explore words ending with –able and -ible  Explore words ending with –ably and -ibly |
| **Spring 2** | Explore words with -cious or -tious endings  Explore words ending in -ent, -ence, -ency  Explore words ending in -ant,-ance, -ancy  Focus on words with affixes from Y3/4 and Y5/6 statutory word list  Review commonly used and frequently misspelt words |
| **Summer 1** | Explore words with silent letters such as b,k, or g  Explore words containing the letters ough  Focus on words with unstressed vowels from the statutory word list  Review use of apostrophe for contraction  Review use of apostrophe for possession |
| **Summer 2** | Explore homophones and near homophones  Explore use of hyphen to create compound words  Focus on morphology and etymology |

**Handwriting in Year 5**

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| 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 to a task |

**Writing in Year 5 (Composition)**

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| Pupils should be taught to plan their writing by: | * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| Pupils should be taught to draft and write by: | * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] |
| Pupils should be taught to evaluate and edit by: | * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| Pupils should be taught to proof-read for spelling and punctuation errors | |
| Pupils should be taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | |