ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

EVERY HALF TERM - WHOLE-SCHOOL ENGLISH EXPECTATIONS

Power of Reading Text with writing outcomes	Shared Reading Texts	Spelling, Punctuation and Grammar Focus	Assessments from Testbase – end of every half term
5 English lessons weekly (45 mins) High-quality text-based curriculum through Power of Reading Wide range of genre's covered (in writing genre progression document) Speaking and listening opportunities (oracy) within every unit	3 session per week (25 minutes) Year 1 – 6 Literacy Shed + EYFS RWI books *Class reading book at the end of every day *Every child to have a reading record and book at their level (RWI and accelerated reader)	3 grammar and punctuation sessions per week (25 mins) Year 1 – 6 Twinkl SPAG Weekly spelling test (15 mins) Year 1 -6 Purple Mash spelling Rec and Year 1 spelling taught through RWI lessons Daily – Vocabulary of the day Vocabulary-rich classroom environments	• Writing Assessment • Grammar, spelling and punctuation • Assessment • Reading Comprehension Assessment • Reading Fluency Assessment Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress. Teachers will routinely use: Clearly shared success criteria. Targeted questioning to assess understanding and deepen thinking. Live feedback during learning. Retrieval of prior knowledge. Opportunities for peer discussion and reflection where appropriate. Assessment information is used to adapt teaching and determine next steps.

Progress and sequencing	Adaptive teaching
Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.	Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success. This includes: High expectations for all learners. Appropriate scaffolds and challenge. Planned support for pupils with SEND, informed by individual Provision Plans. Flexible grouping and responsive teaching based on ongoing assessment. Adaptations that enable pupils to access the same ambitious curriculum as their peers.

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Cultural capital	Rich and ambitious vocabulary
At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens. Children are exposed to: High-quality literature and ambitious texts. A wide range of subjects, cultures, faiths, history and the arts. Meaningful real-life experiences and enrichment opportunities. Character-building experiences that develop resilience, respect, compassion and responsibility. Cross-curricular learning that broadens understanding and deepens connections across the curriculum. Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.	Developing pupils' vocabulary is central to learning across the curriculum. Teachers will explicitly teach ambitious vocabulary by: Introducing a daily Word of the Day as part of our whole-school vocabulary initiative. Explicitly teaching and displaying key subject-specific vocabulary in lessons. Revisiting new vocabulary regularly in different contexts. Modelling precise, ambitious language. Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing. Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum. Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Heracles (narrative)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from fiction	1. To summarise key findings from a text.(Prologue) 2. To create an information poster 3. To write a letter in role (cold write as baseline) (Chapter 1)	1. Nouns (song) 2. To identify the differences between common and proper nouns 3. To use capitalised proper nouns in own writing **Twinkl SPaG focus:** Proper Nouns **Twinkl resource:** What is a Proper Noun? Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.**	Word of the day from ambitious vocabulary document.

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: Icarus (narrative)** 3 x shared reading Inference focus VIPERS **Reading aims:** Retrieve, record and infer information from fiction	**Genre : Playscript** 1. To analyse how playwrights use dialogue, stage directions and structure to create dramatic effects. 2. To develop distinctive characters and relationships through carefully controlled dialogue. 3. To use stage directions selectively to communicate action, mood, expression and movement. (Chapter 2) 4. To structure and pace scenes deliberately to develop plot, tension and atmosphere. 5. To write and refine an effective play script that controls dialogue, action and dramatic conventions for its intended audience.	1. Identify adverbs and explain how an adverb works in a sentence. 2. Decide which word in a sentence an adverb is modifying. 3. Identify adverbs of possibility which are being used to comment on how likely something is to happen. **Twinkl SPaG focus:** Adverbs of Possibility **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Indicate Degrees of Possibility Using Adverbs	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Spelling rule taught:** Recap of mixed spellings pattern from previous years. Words learnt for test next week: optician pyramid trouble country incomplete peace piece vein weigh parachute	Performing playscript

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Persephone (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre : diary entry** 1. To analyse how writers create a distinctive voice and viewpoint in diary writing. 2. To select, sequence and emphasise events to shape the reader's understanding. 3. To control tense, vocabulary and sentence structure to convey nuanced thoughts and emotions. (Chapter 3) 4. To integrate reflection, description and commentary naturally within the recount.(Chapter 4) 5. To write and revise a convincing diary entry with a sustained and purposeful voice.	1. Explain what a noun, adjective, verb and suffix is. 2. Change nouns or adjectives into verbs by adding suffixes. 3. Explain how the root word can sometimes alter when adding the suffixes –ate -ise -ify. **Twinkl SPaG focus:** Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Suffixes -ate -ise -ify	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Spelling rule: Recap from previous year** Spelling list: illuminate admiration foundation forgotten gardening great grate fascinate expression possession	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Week 4	**Text: Perseus (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre = Instructions** 1.To plan and organise detailed instructions for a specific audience and purpose. 2. To select precise vocabulary and adverbials to make instructions clear and unambiguous. To vary sentence structures to improve clarity, explanation and flow. 3. To use cohesive devices and organisational features to guide the reader through a process. (Chapter 5) 4.To write and revise detailed, precise and effective instructions for the intended reader. (chapter 6) **Genre = Narrative (6 session sequence)** 1. To plan a narrative with a developed plot, character arc and purposeful setting. (*Making their own disaster story!)* (Chapter 7)	1. Past progressive tense 2. Present progressive tense 3. Present perfect tense **Twinkl SPaG focus:** Tenses: Past & Present Progressive and Present Perfect **Twinkl resource:** SPaG-Tastic!: Sporting Stars (What Are Present Progressive and Past Progressive Tenses?) Video	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Spelling rule: Recap from previous years** Spelling list: redecorate mention position weather whether obvious completion mountainous tongue scheme	
Week 5	**Text: Theseus (narrative)** 3 x shared reading Summary focus VIPERS	Genre = narrative 1. To create atmosphere and mood through carefully controlled description.	1. Apostrophes for possession 2. Possessive plural apostrophes 3. Possessive plural apostrophes **Twinkl SPaG focus:** Possessive Plural Apostrophes	Handwriting taught daily working through handwriting progression document focusing on blends.	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	Reading aims: Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	2. To vary sentence structure, dialogue and viewpoint to develop character and tension. 3. To use literary devices such as metaphor, personification and imagery for deliberate effect. (Chapter 8) 4. To write and refine an engaging narrative that controls language, structure and literary devices. (Chapter 9 and 10) 5. 5. To edit and improve narrative text. (Chapter 11 and 12)	**Twinkl resource:** Using Apostrophes of Possession with Plural Nouns SPaG Lesson Teaching Pack	Spelling rule: Statutory Year 5 list Spelling list: accompany amateur bargain bruise community competition explanation guarantee individual prejudice	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 6	1.Reading comprehension assessment Reading fluency assessment	Genre : newspapers Writing assessment (Chapter 13). 3. To integrate quotations, reported speech and supporting detail effectively. 4. To write and revise a coherent, accurate and engaging newspaper article. 5. To edit their coherent, accurate and engaging newspaper article. (Chapter 14).	2. Punctuation, grammar and spelling assessment and identifying common misconceptions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Spelling rule: Words ending in -able and – ably** Spelling list: adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable	Reading fluency assessment

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The adventures of Odysseus by Hugh Lupton
Links to wider curriculum = The Ancient Greeks
Story time text = Percy Jackson and the Lightening Thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 7	**Text: From a Railway Carriage (poetry)** 3 x shared reading Performance focus VIPERS **Reading aims:** 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	Assembly focus – see oracy.	1. Expanded noun phrases 2. Addition of modifying adjectives 3. Addition of modifying nouns and prepositional phrases **Twinkl SPaG focus:** Expanded Noun Phrases (modifying adjectives, nouns and prepositional phrases) **Twinkl resource:** SPaG-Tastic! : Getting to Know Dave (What Is an Expanded Noun Phrase?) Video	**Handwriting taught daily working through handwriting progression document focusing on blends.**	Performing poems in shared reading Class assembly – daily sessions on 1. reading playscripts 2. learning to project voices 3.reading with expression 4.performing with confidence 5. Final performance to the school

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: How to survive (instructions)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Genre: Information text** 1. To analyse how effective information texts make complex material accessible without oversimplifying it. (Chapter 1) 2. To research, select and synthesise information from relevant sources for a defined audience. (Chapter 2) 3. To control technical vocabulary, explanation, examples and definitions to build understanding. (Chapter 3) 4. To structure sections and use cohesive and presentational features deliberately to support navigation and comprehension. (Chapter 4) 5. To write and revise an authoritative information text that is accurate, clear and engaging.	1. Identifying adverbs in sentences 2. Types of adverbs 3. Modifying adverbs **Twinkl SPaG focus:** Adverbs **Twinkl resource:** Identifying an Adverb in a Sentence SPaG Lesson Teaching Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus:** **Silent letters: k** Words: knew, knock, knobbly, knit, knapsack, knuckle, knead, knack, knob, knowledge	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: Hunted (narrative)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from fiction	**Genre: Description** 1. To plan a description with a clear purpose, mood and intended effect. (Chapter 5) 2. To select precise vocabulary and sentence structures to create detailed images. (Chapter 6) 3. To develop atmosphere through sensory detail, figurative language and vocabulary choices. (Chapter 7) 4. To combine descriptive techniques to create a specific mood or impression. (Chapter 8) 5. To write and refine a detailed description that controls language and atmosphere.	1. Explain what a modal verb is. 2. Identify modal verbs in texts. 3. Modal verbs to indicate possibility **Twinkl SPaG focus:** Degrees of Possibility - Modal Verbs **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Modal Verbs of Possibility	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: The /iː/ sound spelt ei after c and other consonants** Words: deceive, receive, perceive, ceiling, receipt, conceit, deceit, counterfeit, seizes, neither	Oral retelling of a story

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Lost and alone (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Diary** 1. To analyse how writers create a distinctive voice and viewpoint in diary writing. (Chapter 9) 2. To select, sequence and emphasise events to shape the reader's understanding. (Chapter 10) 3. To control tense, vocabulary and sentence structure to convey nuanced thoughts and emotions. (Chapter 11) 4. To integrate reflection, description and commentary naturally within the recount. (Chapter 12) 5. To write and revise a convincing diary entry with a sustained and purposeful voice.	1. Explain the meanings of prefixes dis- de- mis- over- re-. 2. Decide which prefixes could be applied to a given root word. 3. Use knowledge of prefix meanings to predict the meaning of unknown words. **Twinkl SPaG focus:** Verb Prefixes dis-, de-, mis-, over-, re- **Twinkl resource:** PlanIt Y5 SpaG Lesson Pack: Verb Prefixes dis-, de-, mis-, over- and re-	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Exceptions to "i before e except after c"** Words: ancient, efficient, science, conscience, sufficient, inefficient, proficient, mischief, species, deficiencies	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	**Text: Megan Hine (biography)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Letter writing** 1. To analyse how purpose, audience and level of formality influence letter writing. (Chapter 13) 2. To structure and develop ideas logically across paragraphs using cohesive devices. (Chapter 14) 3. To control vocabulary, grammatical structures and tone to suit formal and informal contexts. (Chapter 15) 4. To select and combine appropriate techniques to inform, explain, persuade or engage the recipient. (Chapter 16) 5. To write and revise an effective letter that sustains an appropriate purpose, tone and level of formality.	1. Identifying Standard English 2. The verb 'to be' 3. Grammatical consistency **Twinkl SPaG focus:** Verb Inflections & Standard English **Twinkl resource:** The Verb 'to Be' Lesson Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Statutory word list** Words: occur, forty, according, lightning, stomach, pronunciation, signature, criticise, immediately, attached	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	**Text: Sally Saloo (poetry)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Genre: Persuasive writing** 1. To analyse how writers use language, evidence and structure to persuade different audiences. (Chapter 17) 2. To develop well-supported arguments by selecting and prioritising relevant evidence. (Chapter 18) 3. To control persuasive and rhetorical techniques for deliberate effect rather than overuse. (Chapter 19) 4. To structure an argument logically, linking and developing ideas across paragraphs. (Chapter 20) 5. To write and revise an effective persuasive piece with a clear and sustained viewpoint.	1. Using inverted commas for speech 2. Direct speech rules 3. Punctuating speech correctly **Twinkl SPaG focus:** Using Inverted Commas **Twinkl resource:** Adding Inverted Commas to a Sentence to Show Speech Lesson Teaching Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Letter string ough** Words: bought, thought, nought, brought, fought, sought, drought, plough, trough, wrought	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 6	Reading comprehension assessment Reading fluency assessment	**Genre: Legend** 1. To analyse how accomplished myths and legends use archetypes, symbolism and recurring motifs to explore universal ideas. (Chapter 21) 2. To design a purposeful plot in which a hero's choices, flaws or strengths shape the outcome. (Chapter 22) 3. To control narrative voice, imagery, dialogue and symbolic detail to create an authentic mythic or legendary quality. (Chapter 23) 4. To manipulate pacing and structure across quests, trials and turning points, making consequences meaningful. (Chapter 24) 5. Writing assessment - To write and revise a compelling myth or legend that uses conventions deliberately rather than formulaically. (Epilogue)	Punctuation, grammar and spelling assessment and identifying common misconceptions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Consolidation and assessment** Revisit the half-term's published spelling patterns and words as needed. Not a new Purple Mash spelling list. **School-selected practice words (from published Weeks 1–5):** knew, knock, deceive, receive, ancient, efficient, occur, forty, bought, thought.	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Girl of Ink and Stars by Kiran Millwood Hargrave
Story time text = Percy Jackson and the Lightning thief by Rick Riordan
+ selection of poetry from 'A world of poetry' selected by Michael Rosen.

AUTUMN 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 7	**Texts: Christmas Trees** Email from an elf Gifts from the Magi 3 x shared reading Focus on all VIPERS	**Genre: Senryu poetry** 1. To analyse how accomplished senryu creates layered meaning through brevity and juxtaposition. 2. To select and distil a significant human observation into a sharply focused poetic idea. 3. To control imagery, diction and implication so that each word contributes to the effect. 4. To manipulate lineation, contrast, tone and subtle humour without over-explaining. 5. To write, revise and perform a controlled senryu that reveals insight into human behaviour or emotion.	Review of grammar concepts taught so far this term. **School Week 7:** The supplied Twinkl overview specifies six weeks only. Revisit or apply the earlier SPaG focuses; no separate published Week 7 focus.	**Handwriting taught daily working through handwriting progression document focusing on blends.**	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty
Links to wider curriculum = Topic – The Victorians
Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

SPRING 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Gravity (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Diary** 1. To analyse how writers create a distinctive voice and viewpoint in diary writing (Tell me your story Jim, and Chapter 1 – The Shilling pie) 2. To select, sequence and emphasise events to shape the reader's understanding. (Chapter 2 – The Stick Man) 3. To control tense, vocabulary and sentence structure to convey nuanced thoughts and emotions. (Chapter 3 – Rosie and Judd) 4. To integrate reflection, description and commentary naturally within the recount. (Chapter 4 – The Workhouse) 5. To write and revise a convincing diary entry with a sustained and purposeful voice. (Chapter 5 – Behind bars)	1. Understanding what prepositions are 2. Identifying prepositions in sentences 3. Adding prepositions to sentences **Twinkl SPaG focus:** Prepositions **Twinkl resource:** Prepositions Activity KS2 Warm-Up PowerPoint	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Recap Autumn term** Words: knuckle, ceiling, receipt, inefficient, proficient, sought, drought, admiration, considerable, perceive	Debate

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty
Links to wider curriculum = Topic – The Victorians
Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 2	**Text: What is gravity? (information text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Non-chronological report** 1. To research, evaluate and select relevant information for a particular audience. (Chapter 6 - Tip) 2. To structure information logically using purposeful sections, paragraphs and presentational features. (Chapter 7 – The Wild Thing) 3. To control formal language, grammatical structures and technical vocabulary appropriately. (Chapter 8 – The Carpet Beaters) 4. To use cohesion within and across paragraphs to connect and develop information. (Chapter 9 – The jaw of the iron dog) 5. To write and revise an authoritative and engaging non-chronological report. (Recap chapters 6-9)	1. In- im- ir- il- prefixes 2. Identifying correct prefix for root word 3. Using prefixes in sentences correctly **Twinkl SPaG focus:** More Prefixes **Twinkl resource:** in-, im-, ir- and il- Prefix Words Lesson Teaching Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Letter string ough** Words: through, thorough, borough, enough, bough, though, although, dough, thoroughness, ought	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty
Links to wider curriculum = Topic – The Victorians
Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 3	**Text: Levers (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Fictional biography** 1. To analyse how biographies balance chronology with themes, influences and achievements. (Chapter 10 – Lame Betsy) 2. To research, select and synthesise information from more than one source. (Chapter 11 – The Spitting crow) 3. To integrate precise factual detail, relevant quotations or reported information and explanation. (Chapter 12 - Shrimps) 4. To control chronology and thematic links across paragraphs, emphasising significant turning points. (Chapter 13 – The Lily) 5. To write and revise an authoritative biography that explains the subject's development and impact. (Chapter 14 – The Waterman's Arms)	1. Understanding what compound sentences are. 2. Identifying coordinating conjunctions in sentences 3. Using coordinating conjunctions in sentences **Twinkl SPaG focus:** Coordinating Conjunctions **Twinkl resource:** What Is a Compound Sentence? Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Words ending -able** Words: dependable, comfortable, understandable, reasonable, enjoyable, reliable, excitable, preferable, adorable, believable	Conscience alley

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty
Links to wider curriculum = Topic – The Victorians
Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 4	**Text: Resistance (information text)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Genre: Formal letter** 1. To analyse how purpose, audience and level of formality influence letter writing. (Chapter 15 - Josh) 2. To structure and develop ideas logically across paragraphs using cohesive devices. (Chapter 16 – Boy in pain) 3. To control vocabulary, grammatical structures and tone to suit formal and informal contexts. (Chapter 17 - The Monster Weeps) 4. To select and combine appropriate techniques to inform, explain, persuade or engage the recipient. (Chapter 18 – You Can Do It Bruvver) 5. To write and revise an effective letter that sustains an appropriate purpose, tone and level of formality. (Recap chapters 15-18)	1. Using inverted commas in speech 2. Changing the position of the reporting clause 3. Writing dialogue **Twinkl SPaG focus:** Using Inverted Commas (Changing the Position of the Reporting Clause) **Twinkl resource:** Adding Inverted Commas to a Sentence to Show Speech Lesson Teaching Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Statutory word list** Words: especially, neighbour, determined, accommodate, interfere, committee, apparent, harass, aggressive, communicate	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty
Links to wider curriculum = Topic – The Victorians
Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 5	**Text: Three laws (information text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Dialogue** 1. To use dialogue deliberately to develop character, relationships and plot. (Chapter 19 - Away) 2. To control punctuation and paragraphing when writing dialogue. (Chapter 20 – The |Green Caravan) 3. To vary speech patterns and vocabulary to create distinctive character voices. (Chapter 21 – Circus Boy) 4. To combine dialogue with action, description and character thoughts to develop a scene. (Chapter 22 – On The Run Again) 5. To write and refine convincing dialogue that advances the narrative and reveals character. (Chapter 23 – Shrimps Again)	1. Understanding parenthesis 2. Identifying parenthesis 3. Using brackets for parenthesis **Twinkl SPaG focus:** Parenthesis - Brackets **Twinkl resource:** PlanIt Y5 SpaG Lesson Pack: Using Brackets	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Homophones: commonly confused words** Words: ascent, assent, bridal, bridle, cereal, serial, compliment, complement, precede, proceed	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Street child by Berlie Doherty **Links to wider curriculum = Topic – The Victorians** **Story time text: A series of unfortunate events: The bad beginning by Lemony Snicket** **+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens**					
Week 6	Reading comprehension assessment Reading fluency assessment	**Genre: Non chronological report** 1. To research, evaluate and select relevant information for a particular audience. (Chapter 24 – Looking For A Doctor) 2. To structure information logically using purposeful sections, paragraphs and presentational features. (Chapter 25 – The Ragged School) 3. To control formal language, grammatical structures and technical vocabulary appropriately. (Chapter 26 – Goodbye Bruvver) 4. To use cohesion within and across paragraphs to connect and develop information. (Chapter 27 - Barnie) 5. Writing assessment - To write and revise an authoritative and engaging non-chronological report.	Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Commas for Meaning and Clarity **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Using Commas for Meaning	**Handwriting taught daily working through handwriting progression document focusing on blends.**	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Explorer by Katherine Rundell
Links to wider curriculum = Science – Living things and their habitats, Geography - Rivers
Story time text = Uncanny by Paul Jennings
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

SPRING 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Life cycle comparison (explanation text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Explanation text** 1. To analyse how writers adapt explanations for different audiences and levels of knowledge. 2. To select and organise relevant stages, causes and effects logically across paragraphs. 3. To control technical vocabulary and grammatical structures to communicate complex ideas clearly. 4. To use cohesion and presentational features to guide the reader through interconnected processes. 5. To write and revise a precise and effective explanation text for its intended audience.	1. Understanding and identifying determiners 2. Using specific determiners in sentences 3. Using general determiners in sentences **Twinkl SPaG focus:** Determiners **Twinkl resource:** Identifying Determiners KS2 Teaching Pack	**Handwriting taught Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Endings /ʃəs/ spelt -cious or -tious** Words: ambitious, cautious, fictitious, infectious, nutritious, repetitious, superstitious, gracious, precious, vicious	Debate

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Explorer by Katherine Rundell
Links to wider curriculum = Science – Living things and their habitats, Geography - Rivers
Story time text = Uncanny by Paul Jennings
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 2	**Text: Life cycle of an amphibian (explanation text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Fact sheet** 1. To research, select and organise relevant information for a specific audience. 2. To use precise vocabulary and appropriate grammatical structures to present facts clearly. 3. To organise information logically using paragraphs, headings and subheadings. 4. To use cohesion and a range of presentational features to guide the reader. 5. To create and revise an informative fact sheet that is accurate, clear and engaging.	1. Adding suffixes to longer words ending with 'l'. 2. Adding vowel suffixes to words that end in -fer 3. Matching suffixes and word endings **Twinkl SPaG focus:** More Suffixes **Twinkl resource:** Adding Suffixes to Longer Words Ending With the Letter 'l' PowerPoint Teaching Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Words ending -ancy** Words: hesitancy, truancy, accountancy, discrepancy, infancy, vacancy, buoyancy, tenancy, compliancy, occupancy	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Explorer by Katherine Rundell
Links to wider curriculum = Science – Living things and their habitats, Geography - Rivers
Story time text = Uncanny by Paul Jennings
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 3	**Text: Life cycle of a flowering plant (explanation text)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Journal/log** 1.To identify and understand the key features of a journal/log. 2: To develop vocabulary to describe events, settings, thoughts and feelings. 3: To plan and organise events in chronological order for a journal/log. 4: To write a journal/log using the appropriate structure, tense and first-person voice. 5: To edit and improve a journal/log to produce a final piece	1. Understanding what subordinating conjunctions are 2. Conjunctions to create subordinate clauses 3. Using subordinate conjunctions **Twinkl SPaG focus:** Subordinating Conjunctions **Twinkl resource:** Subordinating Conjunctions KS2: What Is a Subordinating Conjunction? Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Nouns -ce/-cy and verbs -se/-sy** Words: advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Explorer by Katherine Rundell
Links to wider curriculum = Science – Living things and their habitats, Geography - Rivers
Story time text = Uncanny by Paul Jennings
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 4	**Text: Growing seeds (science experiment)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Reading comprehension assessment	**Genre: Persuasive report** 1. To analyse how writers use language, evidence and structure to persuade different audiences. 2. To develop well-supported arguments by selecting and prioritising relevant evidence. 3. To control persuasive and rhetorical techniques for deliberate effect rather than overuse. 4. To structure an argument logically, linking and developing ideas across paragraphs. 5. Writing assessment - To write and revise an effective persuasive piece with a clear and sustained viewpoint.	1. Linking paragraphs with adverbials 2. Adverbials of time 3. Adverbials of place **Twinkl SPaG focus:** Linking Paragraphs with Adverbials **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Linking Paragraphs with Adverbials Punctuation, spelling and grammar assessment	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Statutory word list** Words: dictionary, existence, especially, neighbour, average, conscience, vehicle, shoulder, relevant, twelfth	Fluency reading test

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Explorer by Katherine Rundell
Links to wider curriculum = Science – Living things and their habitats, Geography - Rivers
Story time text = Uncanny by Paul Jennings
+ a selection of poetry from 'Be the change – poems to help you save the world' by Roger Stevens

Week 5	**Text: Stages of human life (information text)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Adventure story** 1. To analyse how accomplished adventure stories balance action with character development and atmosphere. 2. To design a plot with escalating stakes, setbacks and turning points linked to the protagonist's goal. 3. To control viewpoint, description, dialogue and sentence structure to create urgency, tension and emotional investment. 4. To manipulate pace deliberately, slowing key moments and accelerating action where appropriate. 5. To write and revise a compelling adventure in which plot, character and setting work together to sustain engagement.	1. Difference between direct and reported speech 2. Identifying direct and reported speech 3. Changing from direct to reported and vice versa **Twinkl SPaG focus:** Direct & Indirect (Reported) Speech **Twinkl resource:** The Difference between Direct and Indirect Speech Differentiated Activity Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Silent letters** Words: doubt, island, lamb, thistle, knight, knowledge, knoll, wring, aisle, daughter	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Tempest by William Shakespeare
Links to wider curriculum= History – Local history, Science - Forces
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

SUMMER 1 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: I am plague (narrative)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Characterisation** 1. To analyse how writers reveal character through deliberate choices of detail, action, dialogue and viewpoint. 2. To select and control descriptive details to establish a complex character impression. 3. To use dialogue, internal thought, gesture and behaviour to imply motives and personality. 4. To develop character consistently while allowing traits and relationships to emerge across a scene. 5. To write and revise nuanced characterisation that shapes the reader's response deliberately.	1. Choosing nouns or pronouns for clarity 2. Personal pronouns 3. Possessive pronouns **Twinkl SPaG focus:** Pronouns & Possessive Pronouns **Twinkl resource:** Choose Nouns or Pronouns for Clarity Lesson Ideas and Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Recap Spring term** Words: understandable, compliment, complement, repetitious, superstitious, truancy, practice, practise, knowledge, thorough	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

	Power of reading text = The Tempest by William Shakespeare **Links to wider curriculum= History – Local history, Science - Forces** **Story time text = The 1,000 year old boy by Ross Welford** **+ A selection of poetry from 'Cosmic Disco' by Grace Nichols**				
Week 2	**Text: Deaths on the rise (newspaper report)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Setting description** 1. To analyse how writers use setting to establish mood, reveal viewpoint and influence the reader. 2. To select and manipulate detail, imagery and sentence structure to create a sustained atmosphere. 3. To use figurative language, sensory detail and symbolism selectively for deliberate effect. 4. To control viewpoint, focus and pacing as the reader moves through or observes the setting. 5. To write and revise a powerful setting description that shapes mood and reader response.	1. Understanding word families 2. Identifying words in word families 3. Using words in word families **Twinkl SPaG focus:** Word Families **Twinkl resource:** Word Families KS2 Lesson Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Homophones: commonly confused words** Words: aloud, allowed, stationary, stationery, steal, steel, wary, weary, who's, whose	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Tempest by William Shakespeare **Links to wider curriculum= History – Local history, Science - Forces** **Story time text = The 1,000 year old boy by Ross Welford** **+ A selection of poetry from 'Cosmic Disco' by Grace Nichols**					
Week 3	**Text: The black death (information text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Dialogue** 1. To use dialogue deliberately to develop character, relationships and plot. 2. To control punctuation and paragraphing when writing dialogue. 3. To vary speech patterns and vocabulary to create distinctive character voices. 4. To combine dialogue with action, description and character thoughts to develop a scene. 5. To write and refine convincing dialogue that advances the narrative and reveals character.	1. Understanding what complex sentences are 2. Using subordinating clauses 3. Extending sentences by adding subordinate clauses **Twinkl SPaG focus:** Subordinate Clauses **Twinkl resource:** What Is a Complex Sentence? Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Words ending -ably (continued)** Words: advisably, affordably, agreeably, comparably, disputably, improbably, measurably, probably, noticeably, irritably	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Tempest by William Shakespeare
Links to wider curriculum= History – Local history, Science - Forces
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

Week 4	**Text: The plague doctor (information text)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Genre: Speech** 1. To analyse how effective speakers manipulate language, structure and delivery for impact. 2. To construct and develop a sustained message using relevant evidence and examples. 3. To select and control rhetorical devices, vocabulary and sentence structures deliberately. 4. To structure a speech for emphasis, cohesion and audience engagement. 5. To write, revise, rehearse and deliver an effective speech with a sustained sense of purpose.	1. Understanding what makes a cohesive paragraph 2. Choosing the correct conjunction to create cohesion between two sentences 3. Writing a cohesive paragraph **Twinkl SPaG focus:** Writing Cohesive Paragraphs **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Writing Cohesive Paragraphs	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Statutory word list** Words: excellent, familiar, identity, privilege, recognise, yacht, sufficient, rhythm, leisure, soldier	Poetry performance
Week 5	**Text: Diary of death (diary entry)** 3 x shared reading Inference focus VIPERS **Reading aims:** Retrieve, record and infer information from fiction	**Genre: Performance** 1: To explore and understand the performance piece and its characters. 2: To develop voice, expression and movement to communicate meaning. 3: To rehearse and develop performance skills, including projection, pace and timing. 4: To work collaboratively to rehearse and refine the performance. 5: To perform confidently and effectively to an audience.	1. Revision of parenthesis 2. Identifying commas used for parenthesis 3. Using commas for parenthesis **Twinkl SPaG focus:** Parenthesis - Commas **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Using Commas to Indicate Parenthesis	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Silent letters: w** Words: wrangle, wrath, wreak, wrinkle, wriggle, wrist, answer, wren, wrong, writhe	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Tempest by William Shakespeare **Links to wider curriculum= History – Local history, Science - Forces** **Story time text = The 1,000 year old boy by Ross Welford** **+ A selection of poetry from 'Cosmic Disco' by Grace Nichols**					
Week 6	Reading comprehension assessment Reading fluency assessment	**Genre: Playscript** 1. To analyse how playwrights use dialogue, stage directions and structure to create dramatic effects. 2. To develop distinctive characters and relationships through carefully controlled dialogue. 3. To use stage directions selectively to communicate action, mood, expression and movement. 4. To structure and pace scenes deliberately to develop plot, tension and atmosphere. 5. Writing assessment - To write and refine an effective play script that controls dialogue, action and dramatic conventions for its intended audience.	Punctuation, grammar and spelling assessment and identifying common misconceptions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Additional school review:** Revisit the half-term's published spelling patterns and words as needed. Not a new Purple Mash spelling list. **School-selected practice words (from published Weeks 1–5):** understandable, compliment, aloud, allowed, advisably, affordably, excellent, familiar, wrangle, wrath.	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = The Tempest by William Shakespeare
Links to wider curriculum= History – Local history, Science - Forces
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

Week 7	**Text: The lion and Albert** (poetry) 3 x shared reading Focus on all VIPERS **Reading aims:** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Genre: Renga poetry** 1. To analyse how linked verse balances continuity with imaginative shifts between contributors. 2. To craft responsive verses that echo an element of the previous verse while opening a new poetic direction. 3. To control imagery, figurative language, sound and precise vocabulary for deliberate effect. 4. To manipulate connections, contrasts and shifts in mood, season, perspective or setting across the sequence. 5. To collaborate, revise and perform a cohesive renga-inspired poem in which individual voices contribute to a unified whole.	1. Revision of homophones 2. Homophones and near homophones 3. Homophones and near homophones **Twinkl SPaG focus:** Homophones **Twinkl resource:** Tricky Homophones and Near Homophones Lesson Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.**	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Cosmic by Frank Cottrell Boyce
Links to wider curriculum = Science – The Earth in Space
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

SUMMER 2 — YEAR 5 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: A brief history of human's understanding of the Solar System (information text)** 3 x shared reading Summary focus VIPERS **Reading aims:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Genre: Information text** 1. To analyse how effective information texts make complex material accessible without oversimplifying it. 2. To research, select and synthesise information from relevant sources for a defined audience. 3. To control technical vocabulary, explanation, examples and definitions to build understanding. 4. To structure sections and use cohesive and presentational features deliberately to support navigation and comprehension. 5. To write and revise an authoritative information text that is accurate, clear and engaging.	1. Understanding what a fronted adverbial is 2. Identifying fronted adverbials 3. Using fronted adverbials **Twinkl SPaG focus:** Adverbials/Fronted Adverbials **Twinkl resource:** Resource Pack: What Is a Fronted Adverbial?	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Words ending -ly** Words: immediately, frequently, suddenly, sincerely, multiply, anomaly, imply, gravelly, abrasively, atrociously	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Cosmic by Frank Cottrell Boyce
Links to wider curriculum = Science – The Earth in Space
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

Week 2	**Text: Eclipses (information text)** 3 x shared reading Retrieval focus VIPERS **Reading aims:** Retrieve, record and present information from non-fiction	**Genre: Persuasive letter** 1. To analyse how writers use language, evidence and structure to persuade different audiences. 2. To develop well-supported arguments by selecting and prioritising relevant evidence. 3. To control persuasive and rhetorical techniques for deliberate effect rather than overuse. 4. To structure an argument logically, linking and developing ideas across paragraphs. 5. To write and revise an effective persuasive piece with a clear and sustained viewpoint.	1. Dictionary skills 2. Correct the spelling mistake 3. Correct the spelling mistake **Twinkl SPaG focus:** Dictionary Work **Twinkl resource:** Dictionary Skills Activity Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Silent letters: b** Words: tomb, numb, subtle, doubt, thumb, crumb, limb, climb, plumber, debt	
Week 3	**Text: High flyers: what it takes to become an astronaut (information text)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Astronaut's log** 1.To identify and understand the key features of a log. 2: To develop vocabulary to describe events, settings, thoughts and feelings. 3: To plan and organise events in chronological order for a log. 4: To write a journal/log using the appropriate structure, tense and first-person voice. 5: To edit and improve a log to produce a final piece	1. Relative pronouns 2. Identifying relative clauses 3. Writing relative clauses **Twinkl SPaG focus:** Relative Clauses **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Relative Clauses	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Statutory word list** Words: physical, variety, system, rhyme, ancient, category, develop, occupy, muscle, suggest	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

	Power of reading text = Cosmic by Frank Cottrell Boyce **Links to wider curriculum = Science – The Earth in Space** **Story time text = The 1,000 year old boy by Ross Welford** **+ A selection of poetry from 'Cosmic Disco' by Grace Nichols**				
Week 4	**Text: The clock (narrative)** 3 x shared reading Inference focus VIPERS **Reading aims:** Retrieve, record and infer information from fiction	**Genre: Debate** 1. To develop a well-supported viewpoint using relevant evidence and examples. 2. To structure an argument logically, linking reasons and evidence. 3. To identify and challenge opposing viewpoints respectfully. 4. To select persuasive and rhetorical techniques for deliberate effect. 5. To present, defend and respond to arguments effectively in a formal debate.	1. Uplevelling sentences 2. Edit and improve 3. Edit and improve **Twinkl SPaG focus:** Editing & Evaluating **Twinkl resource:** UKS2 Uplevelling Sentences Resource Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: Consolidation and assessment** Review Summer 2 Weeks 1–3; use the Purple Mash Summer 2 Week 4 consolidation and assessment. **PURPLE MASH • Source consolidation words by day:** Day 1: A mixture of verbs, adverbs and nouns. Some words can belong to more than one word class. | Day 2: tomb numb subtle doubt thumb crumb limb climb plumber debt | Day 3: physical variety system rhyme ancient category develop occupy muscle suggest	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Cosmic by Frank Cottrell Boyce
Links to wider curriculum = Science – The Earth in Space
Story time text = The 1,000 year old boy by Ross Welford
+ A selection of poetry from 'Cosmic Disco' by Grace Nichols

Week 5	**Text: The planets (information text)** 3 x shared reading Vocabulary focus VIPERS **Reading aims:** Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	**Genre: Formal report** 1. To analyse how purpose and audience influence the content, tone and structure of formal reports. 2. To research, select and organise relevant evidence, findings or recommendations. 3. To control formal language, technical vocabulary and impersonal constructions appropriately. 4. To use cohesion and presentational features to guide the reader through a sustained report. 5. To write and revise an authoritative formal report with clear findings and, where appropriate, recommendations.	1. Revision of parenthesis 2. Identifying dashes for parenthesis 3. Using dashes for parenthesis **Twinkl SPaG focus:** Parenthesis - Dashes **Twinkl resource:** PlanIt Y5 SPaG Lesson Pack: Dashes to Indicate Parenthesis	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: End-of-year statutory words assessment (40 words)** accommodate, accompany, according, aggressive, amateur, ancient, apparent, attached, average, bargain, bruise, category, committee, communicate, community, competition, conscience, criticise, determined, develop, dictionary, especially, excellent, existence, explanation, familiar, forty, guarantee, harass, identity, immediately, individual, interfere, leisure, lightning, muscle, neighbour, occupy, occur, physical	

ST PHILOMENA'S PRIMARY SCHOOL
YEAR 5 ENGLISH MEDIUM TERM PLAN
2026–2027

Power of reading text = Cosmic by Frank Cottrell Boyce **Links to wider curriculum = Science – The Earth in Space** **Story time text = The 1,000 year old boy by Ross Welford** **+ A selection of poetry from 'Cosmic Disco' by Grace Nichols**					
Week 6	Reading comprehension assessment Reading fluency assessment **Additional reading / assessment within Week 6 (formerly Week 7)** Text: Night mail (poetry) 3 x shared reading Focus on all VIPERS Reading aims: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Genre: Science fiction narrative** 1. To plan a narrative with a developed plot, character arc and purposeful setting. 2. To create atmosphere and mood through carefully controlled description. 3. To vary sentence structure, dialogue and viewpoint to develop character and tension. 4. To use literary devices such as metaphor, personification and imagery for deliberate effect. 5. Writing assessment - To write and refine an engaging narrative that controls language, structure and literary devices. **Week 7 – Performance poetry**	Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Assess and Review **Additional grammar / review within Week 6** Review of all grammar concepts.	**Handwriting taught daily working through handwriting progression document focusing on blends.** **Purple Mash spelling focus: End-of-year statutory words assessment (18 words and repeated words)** prejudice, privilege, pronunciation, recognise, relevant, rhyme, rhythm, shoulder, signature, soldier, stomach, sufficient, suggest, system, twelfth, variety, vehicle, yacht.	