

Year 5 Medium Term Planner for English

Key Objectives taken from the National Curriculum- autumn term

Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension: maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending 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
- 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can 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 a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words

- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Composition:

- 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
- **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]
- **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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

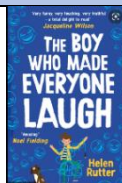
Handwriting:

- 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

Vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing – through use of sentence types

○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semicolons, colons or dashes to mark boundaries between independent clauses – through use of sentence types in Writing ○ using a colon to introduce a list ○ punctuating bullet points consistently ● use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.	
Autumn 1 Science – Materials Topic – Local Area and UK counties	Autumn 2 Science – Materials Topic – Local Area and UK counties
Novel: The Boy who made everyone laugh Poetry - Remembrance poem – Flanders fields Week 6 – Script reading in preparation for remembrance service	Weeks 1 & 2: Script reading and performing Novel: War Horse Poetry – whole school poetry week TBC annually 1 week poetry week
Genres to be taught: Fiction ● Character description; ● Older literature (x 1 week linked to poetry) Non-fiction: ● Persuasive letter (formal and informal)	Genres to be taught: Fiction ● Poetry ● Descriptive setting; Non-fiction: ● Discursive text (war)
Cross curricular genres ● Writing like a Geographer – Geography ● Instructions ● Letter writing; comparative explanation RE	



Year 5 Medium Term Planner for English

Key Objectives taken from the National Curriculum- spring term

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Reading comprehension: maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending 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
- 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can 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 a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
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Composition:

- 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
- **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
 - précisising 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]
- **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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Handwriting:

- 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

Vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
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- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
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 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.

Spring 1 Science – Forces Topic – Ancient Greece	Spring 2 Science – Space Topic – Ancient Greece
Novel: Greek Myths 4 weeks fiction Visual literacy: David Attenborough (Planet Earth) 2 weeks non-fiction	Novel: Greek Myths 2 weeks fiction 2 weeks non-fiction Visual literacy: Literacy Shed (Ancient Athens) 1 week setting description
Genres to be taught: Fiction • Character description • Diary Entry Non-fiction: Journalistic writing – Script for documentary	Genres to be taught: Fiction • Setting description - First person walk through (Literacy Shed) • Retelling story of Greek Gods Non-fiction: • Newspaper report
Cross curricular genres • Explanation report • Instructions • Poem (Judaism)	Cross curricular genres • Opinion based piece (Spartans vs Athenians) • Fact file (Greek Gods) • Explanation of process

Year 5 Medium Term Planner for English

Key Objectives taken from the National Curriculum – summer term

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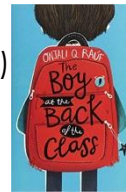
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Summer 1	Summer 2
Science – Earth and Space Topic – Rainforests	Science – Forces Topic – Rainforests
Novel: Room 13 4 weeks fiction Visual literacy: Francis (2 weeks)	Novel: The Boy at the Back of the Class 3 weeks non-fiction Poetry: The tale of the custard dragon By Ogden Nash (1 week)
	
Genres to be taught: Fiction • Scary stories incl. Francis • Older literature (x 2 weeks) • Descriptive setting; •	Genres to be taught: Non-fiction: • Journalistic writing; • Discursive text;
Cross curricular genres • Biography (science – Neil Armstrong) • Fact file (Queen Victoria) • Prayer	Cross curricular genres • Instructions • Letter (Lord Shaftesbury)
Notes: Year groups can alternate the half terms so that the texts can be shared. Request a class set from SLS for a full term. Novels and themes chosen should link purposefully to the history or geography, science or RE topics being taught in the same term.	

Poetry Spine guidance:

The highlighted poems are to be taught over a week and are to include: reading, writing and performing.

The other 3 poems are to be used in: guided reading, reading for pleasure, used as comparative poems and displayed in class and/or the class library.

Year 5	Whole school poetry week TBC annually	In Flanders Fields	The Tale of Custard the Dragon.	The Tyger By William Blake.	The Highwayman by Alfred Noyes	The Quangle Wangle's Hat by Edward Lear.
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