

**English medium-term plan: Year 5 autumn/ [spring](#)/summer**

Text (s)	Contre Temps – Poetry - Stormbreaker		
Links to wider curriculum	Environmental concerns -		
Reading outcomes	Modern texts – Non-fiction research		
Writing outcomes	Writing of recounts – diaries – instructions and explanations		
National curriculum objectives:			
Reading	Writing-transcription	Writing-composition	Writing-vocabulary, grammar and punctuation
<p><b>Word reading</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p> <p><b>Comprehension</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>Understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and <a href="#">exploring the meaning of words in context</a></p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Handwriting</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> <p>Indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</p>

<p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p>			
<b>Prior Knowledge:</b>	<b>Strategies for research – note taking strategies – planning strategies</b>		
<b>Misconceptions:</b>	<b>Formal language – tone of voice – language choices – Comma splicing -</b>		
<b>Spelling</b>	<b>See scheme</b>		
<b>Handwriting</b>	<b>See Letter-join scheme See Bubble Writing scheme</b>		
	<b>Genre</b>	<b>Adaptive teaching</b>	<b>Resources</b>
<b>Week 1</b>	Explanation texts – analyse and explore – audience and purpose	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts
<b>Week 2</b>	Writing an explanation text – modelled/joint write demonstrating features.	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts
<b>Week 3</b>	Explanation text featuring a newly discovered creature – independent write / Poetry	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts
<b>Week 4</b>	Diary entry as a character – characterisation	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts
<b>Week 5</b>	Writing to inform – blog post as the clock man – setting descriptions etc	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts
<b>Week 6</b>	Short narrative building tension using sentence lengths – characterisation and dialogue	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts - Drafts
<b>Week 7</b>	Writing an ending – Longer form creative write about the ending to the story.		
<b>Week 8</b>			
<b>Evaluation:</b>			