

English medium-term plan: Year 5 autumn/ spring/summer

Text (s)	Little Match stick girl – Little Match Stick Girl Strikes Back – Victorian poetry - Stormbreaker		
Links to wider curriculum	Victorian topic – Local area study		
Reading outcomes	Modern texts – Modern novel		
Writing outcomes	Expanding on prior learning – deepening understanding – Explore folk tales.		
National curriculum objectives:			
Reading	Writing-transcription	Writing-composition	Writing-vocabulary, grammar and punctuation
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	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 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	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 precising 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	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 (i.e. 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 using hyphens to avoid ambiguity 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

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				
Prior Knowledge:	Use of literary devices – Focusing on expanded noun phrases and relative clauses – and use of Y5 expected vocabulary.			
Misconceptions:	Maintaining cohesion between paragraphs.			
Spelling	See scheme			
Handwriting	See Letter-join scheme See Bubble Writing scheme			
	Genre	Adaptive teaching	Resources	
Week 1	Explore and understand a traditional tale	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts	
Week 2	Character description / Setting description	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts	
Week 3	Poetry inspired by Victorian life as a child	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts	
Week 4	Punctuating speech – Writing extended narrative	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts	
Week 5	Plan and write and alternative ending -	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts – Drafts	
Week 6	Persuasive writing – Persuasive adverts	Models – Cloze procedure – Dictionary – Thesaurus – Banks of vocabulary – Sentence starters – Cut up sentences – substitution tables.	Models – Dictionaries- Thesaurus – Word mats – Example texts - Drafts	
Week 7				
Week 8				
Evaluation:				