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

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

fiction Participate in of them and those on their own a courteously Explain and di have read, incodebates, main notes where n Provide reaso	discuss se they and othe iscuss t cluding taining necessa ned jus	tifications for their views				
	Knowledge: Use of literary devices – Focusing on expanded noun phrases and relative clauses – and use of Y5 expected vocabulary.					
Misconception Spelling	tions: Maintaining cohesion between paragraphs. See scheme					
Handwriting						
Tiditawiting	Genr		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:						