



ENGLISH MEDIUM TERM PLAN



YEAR 5

Spring TERM 2020

Week	1	2	3	4	5	6	H/T	1	2	3	4	5	6	
Novel / Texts	Cosmic	There's a Boy in the Girls Bathroom - Louis Sachar							There's a Boy in the Girls Bathroom - Louis Sachar					
Genre	Persuasion	<u>Recount</u> Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader			<u>Narrative</u> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.				<u>Instructional/ Procedural</u> Guide to a Birthday Party To ensure something is done effectively and/or correctly with a successful outcome for the participants			<u>Discussion Text</u> To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/or examples..		
Reading		<ul style="list-style-type: none"> • Make comparisons within and across different recount texts identifying some themes, features and conventions • Identify purpose and viewpoint of different recount texts • Express personal opinions about a wide range of texts • Make comparisons within and across texts • Identify and discuss the significance of recount texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Summarise main ideas from more than one paragraph, 			Make comparisons within and across texts identifying some themes and conventions <i>e.g. "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."</i> <ul style="list-style-type: none"> <input type="checkbox"/> Identify purpose and viewpoint of texts. • Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs and cohesive devices. Express personal opinions about a wide range of texts. <ul style="list-style-type: none"> <input type="checkbox"/> Make comparisons within and across texts. <input type="checkbox"/> Ask questions in order to interrogate the text. 				<ul style="list-style-type: none"> • Make comparisons within and across different procedural texts identifying some themes, features and conventions. • Comment on the purpose of different features and how they impact on the reader. • Compare instructions in terms of audience, purpose, form, structure and language features. • Make comparisons within and across texts. • Identify and discuss the significance of instructional texts that are structured in different ways. • Ask questions in order to interrogate the text. Summarise main ideas from more than one paragraph, identifying key details that support the main ideas			<ul style="list-style-type: none"> • Make comparisons within and across different discussion texts • Identify viewpoint across texts • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue • Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussion • Identify and discuss the significance of texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them 		



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		<ul style="list-style-type: none"> • <i>find evidence for the interpretation</i> • Explain inferred meanings drawing on evidence across the text • Predict from details stated and implied and modify predictions in the light of new • Identify and comment on formal and informal language • Understand how writers use language for comic and dramatic effect • Understand how word meanings change when used in different contexts • Recognise nuances in vocabulary choices identifying key details that support the main ideas • Make inferences based on textual evidence <i>e.g. read between the lines and</i> 	<ul style="list-style-type: none"> □ Summarise main ideas from more than one paragraph, identifying key details that support ideas. Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation.</i> □ Explain inferred meanings drawing on evidence across the text. • □ Predict from details stated and implied and modify predictions in the light of new evidence. 			
<p>Writing</p>		<ul style="list-style-type: none"> • Explore the use of reported versus direct speech and compare the effect <i>e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view of influential quote.</i> • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. For example, experiment with omitting the additional, non-restrictive detail (in the form of 	<p>Use the perfect form of verbs to mark relationships of time and cause <i>e.g. She has downloaded some songs, ...I had eaten my lunch...</i></p> <ul style="list-style-type: none"> ➤ Use modal verbs or adverbs, indicating possibility <i>e.g You should look for your little brother; she couldn't run; what could she do now?</i> ➤ Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied 		<ul style="list-style-type: none"> • Build cohesion within a paragraph <i>e.g. use of pronouns and conjunctions, repetition of key words and phrases, transitional word.</i> • Use a wide range of presentational and organisational devices to structure text <i>e.g. make diagrams or illustrations integral and take the place of some text e.g. Diagram B shows you how to connect the wires...</i> 	<ul style="list-style-type: none"> ▪ Build cohesion within a paragraph ,for example, <i>then, after that, this firstly</i> <i>e.g. build on the range of connecting adverbs / adverbials used in year 4 to present further justification of a point of view, for example, moreover, besides which, additionally, similarly</i> ▪ Use a wide range of presentational and organisational devices to structure text.



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		<p>a relative clause) from recounts and consider the effect on engaging the reader e.g. we were allowed to use....</p> <ul style="list-style-type: none"> • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma • Use brackets, dashes, and commas to indicate parenthesis, for example ➢ Explore how dashes are less commonly used in more formal texts ➢ Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader • Explore the balance of long, complicated sentence constructions within recounts, compared with shorter, simple sentence constructions, noting the need for both e.g. ➢ Explore the use of short, simple sentences to summarise; orientate the reader; dramatic effect <p>Explore the use of longer, complex sentences to convey complex information.</p>	<p>(i.e. omitted) relative pronoun e.g. It was the ice cream van which could be heard from the bottom of the street.</p> <ul style="list-style-type: none"> ➢ Use commas to clarify meaning or avoid ambiguity in writing. For example, use commas to list separate a list of actions e.g. They got their ice cream, raced home, burst through the front door and screamed! Commas for clarity e.g. I gave a little smile, and began to dance. Commas to avoid ambiguity e.g. Let's eat Grandpa... Let's eat, Grandpa. ➢ Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. <p>Use brackets, dashes, to indicate parenthesis.</p>	<ul style="list-style-type: none"> • Use mixed text types in writing for a variety of purposes e.g. <i>instructions written for a giant, use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</i> • Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices</i> • Use non-linear text structures e.g. enable the reader to make choices on which instruction they need to follow next depending on purpose. • Include a final evaluative statement to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. 	<ul style="list-style-type: none"> ▪ Structure includes :statement of the issues plus a preview of the main arguments; arguments for, plus supporting evidence; arguments against [or alternative view(s)], plus supporting evidence [a variant would be arguments and counter-arguments presented alternatively, one point at a time]; recommendation – summary and conclusion ▪ Use mixed text types in writing for a variety of purposes e.g. recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose <p>Writing is effectively controlled across texts e.g. <i>closings refer back to openings</i></p>
<p>Grammar Vocabulary Punctuation</p>		<ul style="list-style-type: none"> • Write recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases • Build cohesion within a paragraph, for example, <i>then, after that, this firstly.</i> Use pronouns to create cohesion e.g. a man dressed in linen; Gary; the man; he 	<ul style="list-style-type: none"> • Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns, conjunctions and reference chains e.g. <ul style="list-style-type: none"> ➢ Adverbials :For a long time; That night; when I walked into the hall; Firstly, During break, After lunch ➢ Pronouns : everyone, the 	<ul style="list-style-type: none"> • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g. Use a relative clause that modifies the noun phrase Before starting, collect all the utensils, making sure that the Canopic jars don't drop because they are valuable jars that can give severe injuries. • Use commas to clarify meaning or avoid ambiguity in writing e.g. 	<ul style="list-style-type: none"> • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. E.g. follow generic statements with more specific examples, for example, "There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that..." • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma



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		<ul style="list-style-type: none"> Use a wide range of presentational and organisational devices to structure text e.g. Use the opening paragraph to engage the reader and create a sense of intrigue e.g. When I walked into the hall, I turned my head and saw the most peculiar sight... Use mixed text types in writing for a variety of purposes e.g. a persuasive letter, instructions written for a giant Link ideas across paragraphs e.g. use of adverbial phrases for time, place, number or tense choices e.g. When I walked into the hall.. During the break... At the very end... Writing is effectively controlled across texts e.g. closings refer back to openings and the reader is engaged. 	<p>children, it was, I knew this by, He told us</p> <ul style="list-style-type: none"> ➤ Repetition of vocabulary ➤ Reference chains : the village; houses; street <ul style="list-style-type: none"> Use a wide range of presentational and organisational devices to structure text. Use flashbacks and non-linear text structure e.g. parallel stories Use mixed text types in writing for a variety of purposes e.g. instructions written for a giant. Link ideas across paragraphs e.g. use of adverbial phrases for time, place, number or tense choices. <p>Use dialogue to convey character and advance the action e.g "Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!"</p>		<ul style="list-style-type: none"> Identify effective examples of instructions and use these to study the nature of the sentence construction used Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. <p>Use brackets, dashes, to indicate parenthesis</p>
<p>Spelling</p>		<p>12 – Challenge Words 13 - Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap. 14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p>	<p>15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. 16. Spelling Rules: Words with ‘silent’ letters at the start. 17. Spelling Rules: Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>18 - Challenge Words 19. Spelling Rules: Words spelled with ‘ie’ after c. 20. Spelling Rules: Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p>	<p>21. Spelling Rules: Words containing the letter string ‘ough’ where the sound is /aw/. 22. Spelling Rules: Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. 23. Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.</p>



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Final write task Audience & Purpose		Audience: Child/adult Purpose: Recount - concise with a word count	Audience: Adult/Child Purpose: To report (adding a chapter including a school report)		Audience: Child/Teenager Purpose: instruct	Audience: parent/adult/ teacher Purpose: Discuss
Cross curricular						Guide to building/using a Viking Long Boat Newspaper Report - Based on an invasion Viking Poetry