**English Medium-Term Plan – Autumn 2**

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| **Half-term plan for topic/book** | | *English – Investigating Materials* | | | |
| **Book to read to the class** | | *Kensuke’s Kingdom* | | | |
| **Reading aims** | | *To make reasonable, justified predictions*  *To use evidence from the text to answer questions*  *To summarise information from more than one paragraph*  *To read a wide range of texts*  *To ask questions to improve understanding* | | | |
| **Writing outcomes** | | *To discuss the audience and purpose of writing*  *To link ideas across paragraphs using adverbials.*  *To proof read for spelling, punctuation and grammar.*  *To use stylistic devices to create effects in writing.*  *To use relative clauses*  *To use commas clarify meaning* | | | |
| **Year group: 5** | **Reading: decoding and comprehension**  *These can be oral outcomes. They do not have to be written* | | **Writing: composition**  *You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process* | **Writing: grammar, vocabulary and punctuation**  *Grammar can be taught either within reading/writing or as a stand-alone activity* | **Writing transcription: spelling and handwriting** *Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily* |
| Weeks 1, 2 and 3  (Chapters 1, 2 and 3)  Newspaper report | To ask questions to improve understanding  To make reasonable, justified predictions  To read with expression  To explore the meaning of words in context  To draw inferences such as characters feelings  To summarise information from more than one paragraph | | Explore the features of a newspaper report.  Discuss audience and purpose of different newspaper reports.  Explore how headlines are created and what makes a good headline.  Think about the 5 Ws and how newspaper reports sumamrise the story in the introduction. Chn to write their own introductory paragraph using the 5 Ws.  Edit and improve their own ideas and writing during the process.  Shared writing to allow chn to contribute ideas and see writing process. | Explore writing in the 3rd person.  Recap using conjunctions effectively.  Look at using direct and reported speech.  Punctuating direct speech correctly.  Think about vocabulary choices in introduction to keep it clear and concise, yet effective  Proof-read their own work for punctuation and grammar errors. | To form letters correctly using flicks for joins.  To ensure letters are of the correct size and sit on the line.  Week 1 handwriting – letter g  Week 2 handwriting – letter q  Week 3 handwriting – letter f  Week 1 spelling – silent letters  Week 2 spelling – silent letters  Week 3 spelling – modal verbs |
| Weeks 4, 5 and 6  (Chapters 4 – 10)  Desert island narrative | To ask questions to improve understanding  To make reasonable, justified predictions  To read with expression  To explore the meaning of words in context  To draw inferences such as characters feelings  To summarise information from more than one paragraph  To identify how language, structure and presentation contribute to meaning  To identify how writers use grammatical features for effect | | Explore the structure and features of a narrative. Analyse how Kensuke’s Kingdom is written including person, tense, tone, style.  Discuss audience and purpose linked to narrative – what would our audience and purpose be?  Recap using a variety of openers to start sentences. Think about how to link our ideas across paragraphs using adverbs (place, time, number, tense).  Develop characters, setting and plot through planning their own narrative inspired by being stranded on a desert island.  Explore how to develop characters through action and dialogue – use of DADWAVERS.  Explore using ‘show not tell’ to demonstrate how you are feeling as a first person narrator of a story.  Experiment with using different sentence types and lengths | Explore writing in the first person.  Use relative clauses including or implying a relative pronoun. Think about how these can be used to add detail to our description.  Recap using brackets, dashes and commas to punctuate parenthesis and introduce using them to punctuate relative clauses.  Up-level vocabulary choices to improve description and consider the effectiveness of our own writing.  Using model verbs to indicate a degree of possibility.  Recap using commas to clarify meaning or to avoid misunderstanding. Ensure that commas are used correctly in lists, after openers and to separate clauses. | To form letters correctly using flicks for joins.  To ensure letters are of the correct size and sit on the line.  Week 4 handwriting – letter v  Week 5 handwriting – letter w  Week 6 handwriting – letter x  Week 4 spelling – suffix -ment  Week 5 spelling – adverbs of possibility and frequency  Week 6 spelling – Year 5/6 spelling words |
| Week 7  Poetry  Haiku | To recite poems by heart  To express a personal viewpoint about a poem  To identify how language, structure and presentation contribute to meaning  To identify the effect of context on a poem | | To explore number of syllables in poetry.  To think about the meaning behind a poem.  To use the correct features and structure of a haiku.  To think carefully about the message you want to convey through a poem | To think carefully about vocabulary choices when language is limited  To punctuate a poem correctly | To form letters correctly using flicks for joins.  To ensure letters are of the correct size and sit on the line.  Week 7 handwriting – letter z  Week 7 spelling – review / Year 5/6 words |