English Medium-Term Plan Year 5 – Spring 2

Half-term plan for topic/book	*Space*
Book to read to the class	*Middleworld/Cosmic*

Reading aims	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.
	
	Maintain positive attitudes to reading and an understanding of what they read by:
	
	   i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	   ii. reading books that are structured in different ways and reading for a range of purposes
	   iii. 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
	   iv. recommending books that they have read to their peers, giving reasons for their choices
	   v. identifying and discussing themes and conventions in and across a wide range of writing
	   vi. making comparisons within and across books
	   vii. learning a wider range of poetry by heart
	   viii. 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
	
	Understand what they read by
	
	   i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	   ii. asking questions to improve their understanding
	   iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	   iv. predicting what might happen from details stated and implied
	   v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	   vi. identifying how language, structure and presentation contribute to meaning
	
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the

	reader

Distinguish between statements of fact and opinion

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. |
| **Writing outcomes** | Plan their writing by:

   i.   identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  ii.   noting and developing initial ideas, drawing on reading and research where necessary
 iii.   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:

   i.   selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  ii.   in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 iii.   précising longer passages
 iv.   using a wide range of devices to build cohesion within and across paragraphs
  v.   using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by: |

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i.   assessing the effectiveness of their own and others' writing

ii.   proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

iii.   ensuring the consistent and correct use of tense throughout a piece of writing

iv.   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.

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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*
Week 1	• To explore a text	• To generate vocabulary to describe a setting • To develop a rich understanding of words associated with chaos and confusion	• To investigate suffixes: able and ible •	• Spellings taken from 5-6 class list and from related sets of spelling rules. • Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 2	• To infer meaning from images	• To generate verbs and adverbs to describe a setting • To write an opening	• To explore relative pronouns	• Spellings taken from 5-6 class list and from related sets of spelling rules. • Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 3	• To understand the	• To generate vocabulary for a diary	• To practise and apply	• Spellings taken from 5-6 class list and from related sets of

	features of a diary	entry • To write a diary entry	knowledge of suffixes	spelling rules. • Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 4	• To develop reading for pleasure through discussion of favourite characters	• To write an alternative ending to a story	• To practise using non-finite clauses	• Spellings taken from 5-6 class list and from related sets of spelling rules. • Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 5	• To engage with the text and main character • To make inferences about the main character • To ask questions when reading to help our comprehension	• To generate vocabulary for characterisation	• To review complex and compound sentences including relative and embedded clauses	• Spellings taken from 5-6 class list and from related sets of spelling rules. • Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins