



English Medium-Term Plan Year 5 – Summer 1

Half-term plan for topic/book	<i>Our World War 1</i>
Book to read to the class	<i>Middleworld</i> Poems from the First World War Newspaper articles
Reading aims	<p>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.</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ol style="list-style-type: none">i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksii. reading books that are structured in different ways and reading for a range of purposesiii. 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 traditionsiv. recommending books that they have read to their peers, giving reasons for their choicesv. identifying and discussing themes and conventions in and across a wide range of writingvi. making comparisons within and across booksvii. learning a wider range of poetry by heartviii. 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 <p>Understand what they read by</p> <ol style="list-style-type: none">i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextii. asking questions to improve their understandingiii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceiv. predicting what might happen from details stated and impliedv. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideasvi. identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the</p>

	<p>reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views.</p>
<p>Writing outcomes</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 <p>Evaluate and edit by:</p>

- 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.

Year group: 5	Reading: decoding and comprehension <i>These can be oral outcomes. They do not have to be written</i>	Writing: composition <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	Writing: grammar, vocabulary and punctuation <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	Writing transcription: spelling and handwriting <i>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</i>
Week 1	<ul style="list-style-type: none"> • To explore a WW1 poem • To explore haiku poems • To compare poems 	<ul style="list-style-type: none"> • To generate haiku poems based on images 	<ul style="list-style-type: none"> • To complete a spelling investigation 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To explore WW1 poetry • To analyse poetry 	<ul style="list-style-type: none"> • To use a senses grid for a scene • To generate language for a WW1 poem 	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To explore non-fiction texts for WW1 	<ul style="list-style-type: none"> • To write a WW1 poem 	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate 	<ul style="list-style-type: none"> • Spellings taken from 5-6 class list and from related sets of

		<ul style="list-style-type: none"> To edit and improve a poem 	<p>parenthesis</p> <ul style="list-style-type: none"> punctuating bullet points consistently 	<p>spelling rules.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Class novel VIPERS activity Topic linked comprehension 	<ul style="list-style-type: none"> Cold Write: Letter (solider on the front line) Cold Write improvements 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To complete VIPERS questions for a topic linked image 	<ul style="list-style-type: none"> To explore features of a letter To explore language for an informal letter 	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> 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 6	<ul style="list-style-type: none"> To explore features of instructions Class novel VIPERS activity 	<ul style="list-style-type: none"> Hot Write: Letter Hot write improvements 	<ul style="list-style-type: none"> punctuating bullet points consistently 	<ul style="list-style-type: none"> 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 7	<ul style="list-style-type: none"> To explore different examples of instructions Class novel VIPERS activity 	<ul style="list-style-type: none"> Instructions (bug hotel) 	<ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> 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

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