



English Medium-Term Plan – Autumn 1

Half-term plan for topic/book		<i>English – Raid, Trade and Invade!</i>		
Book to read to the class		<i>Viking Boy by Tony Bradman</i>		
Reading aims		<i>To infer meaning. To comprehend passages of text. To learn new vocabulary in context</i>		
Writing outcomes				
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 (Chapters 1 - 5)	To make reasonable, justified predictions To read with expression To explore the meaning of words in context To use a dictionary to check the meaning of words	Write and generate language to put into a poem. Write and edit Viking poem	Discuss the person and tense of the text. What punctuation has the author used? Why has he made these choices? Identify the word class of vocabulary used by the author.	Be able to identify root words of verbs. Be able to recognize prefixes and suffixes added to words. To form letters correctly. To ensure writing sits neatly on the line. To ensure letters are the correct size.
Week 2 and 3 Diaries	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 read for different purposes (fiction and non-fiction)	Cold task – write a diary entry (diaries) – think about the layout of the texts. Chn to use what they have learned so far about Gunnar to adapt a diary entry. Develop vocabulary linked to creating detailed instructions. Chn to plan their own writing – content and layout. Chn write their own diary entry based on Viking Boy from Gunnar's point of view.	Explore writing in the 2 nd person. Look at formal and informal language and how adverbs can be used to improve diaries Introduce use of brackets for parenthesis. To use bullet points correctly and consistently. Using time connectives to allow instructions to flow – use of commas after openers like these. 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 2 – spelling rule - -cious Identifying root words – adding suffixes Week 3 – spelling rule -tious -ious Check their own work for spelling errors.

<p>Week 4 and 5</p> <p>Instructions</p>	<p>To read with expression</p> <p>To explore the meaning of words in context</p> <p>To summarise main ideas drawn from more than one paragraph</p> <p>Discuss how authors use language</p> <p>Distinguish between fact and opinion</p>	<p>Cold write – Write a set of instructions.</p> <p>Explore the features of a instruction text using a model text.</p> <p>Introduce cohesive devices to link writing together.</p> <p>Select, use and improve descriptive vocabulary.</p> <p>Plan and write a set of detailed instructions about how to build a Viking Longhouse (cross curricular links to history).</p> <p>Use checklist to edit and improve their own writing.</p>	<p>To write consistently in the 2nd person.</p> <p>Using commas to clarify meaning or avoid ambiguity.</p> <p>To select powerful vocabulary from a text.</p> <p>Modal/ imperative verbs.</p>	<p>To form letters correctly using flicks for joins.</p> <p>To ensure letters are of the correct size and sit on the line.</p> <p>Week 4 – spelling rule – short vowel sound /i/ spelt with y</p> <p>Week 5 – spelling rule – long vowel sound /i/ spelt with a y</p>
<p>Week 6</p> <p>Newspaper Reports</p>	<p>To read with expression</p> <p>To explore the meaning of words in context</p> <p>To summarise main ideas drawn from more than one paragraph</p> <p>To make comparisons within the text</p> <p>To draw inferences</p> <p>To explore how language links to meaning</p>	<p>Cold task – write a newspaper report</p> <p>Look at features of a newspaper report</p> <p>Adapt a model text of a newspaper report</p> <p>Plan a newspaper report (include 5 w's)</p>	<p>Writing in the third person and past tense.</p> <p>Using commas to avoid ambiguity in lists of adjectives for description.</p> <p>Using powerful adjectives, verbs and adverbs – using a thesaurus to up-level – creating word banks to ensure wide range of vocab is used.</p> <p>Introduce using expanded noun phrases to convey complicated information concisely.</p>	<p>To form letters correctly using flicks for joins.</p> <p>To ensure letters are of the correct size and sit on the line.</p> <p>Week 6 spelling rule – homophones and near homophones</p> <p>Work on using different methods to learn spelling words which are similar</p> <p>Week 7 spelling rule -homophones and near homophones</p>
<p>Week 7</p>	<p>To recommend a book – giving reasons for this choice</p> <p>To identify and discuss themes</p>	<p>Chn to write a newspaper report based upon the climax of the story.</p> <p>Chn to proofread, edit and improve each other's work assessing the effectiveness.</p> <p>-----</p> <p>Chn to write a book review?</p> <p>Write their own blurb for the book?</p>	<p>Grammar, vocabulary and punctuation objectives based on assessment for learning and gaps in knowledge over this half term.</p>	<p>Spelling review week</p>

