



English Medium-Term Plan – Autumn 2

Half-term plan for topic/book		<i>English – Investigating Materials</i>		
Book to read to the class		<i>Kensuke's Kingdom</i>		
Reading aims		<p><i>To make reasonable, justified predictions</i></p> <p><i>To use evidence from the text to answer questions</i></p> <p><i>To summarise information from more than one paragraph</i></p> <p><i>To read a wide range of texts</i></p> <p><i>To ask questions to improve understanding</i></p>		
Writing outcomes		<p><i>To discuss the audience and purpose of writing</i></p> <p><i>To link ideas across paragraphs using adverbials.</i></p> <p><i>To proof read for spelling, punctuation and grammar.</i></p> <p><i>To use stylistic devices to create effects in writing.</i></p> <p><i>To use relative clauses</i></p> <p><i>To use commas clarify meaning</i></p>		
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>
<p>Weeks 1, 2 and 3 (Chapters 1, 2 and 3)</p> <p>Newspaper report</p>	<p>To ask questions to improve understanding</p> <p>To make reasonable, justified predictions</p> <p>To read with expression</p> <p>To explore the meaning of words in context</p> <p>To draw inferences such as characters feelings</p> <p>To summarise information from more than one paragraph</p>	<p>Explore the features of a newspaper report.</p> <p>Discuss audience and purpose of different newspaper reports.</p> <p>Explore how headlines are created and what makes a good headline.</p> <p>Think about the 5 Ws and how newspaper reports summarise the story in the introduction. Chn to write their own introductory paragraph using the 5 Ws.</p>	<p>Explore writing in the 3rd person.</p> <p>Recap using conjunctions effectively.</p> <p>Look at using direct and reported speech.</p> <p>Punctuating direct speech correctly.</p> <p>Think about vocabulary choices in introduction to keep it clear and concise, yet effective</p> <p>Proof-read their own work for punctuation and grammar errors.</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 1 handwriting – letter g</p> <p>Week 2 handwriting – letter q</p> <p>Week 3 handwriting – letter f</p> <p>Week 1 spelling – silent letters</p>

		<p>Edit and improve their own ideas and writing during the process.</p> <p>Shared writing to allow chn to contribute ideas and see writing process.</p>		<p>Week 2 spelling – silent letters</p> <p>Week 3 spelling – modal verbs</p>
<p>Weeks 4, 5 and 6 (Chapters 4 – 10)</p> <p>Desert island narrative</p>	<p>To ask questions to improve understanding</p> <p>To make reasonable, justified predictions</p> <p>To read with expression</p> <p>To explore the meaning of words in context</p> <p>To draw inferences such as characters feelings</p> <p>To summarise information from more than one paragraph</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify how writers use grammatical features for effect</p>	<p>Explore the structure and features of a narrative. Analyse how Kensuke’s Kingdom is written including person, tense, tone, style.</p> <p>Discuss audience and purpose linked to narrative – what would our audience and purpose be?</p> <p>Recap using a variety of openers to start sentences. Think about how to link our ideas across paragraphs using adverbs (place, time, number, tense).</p> <p>Develop characters, setting and plot through planning their own narrative inspired by being stranded on a desert island.</p> <p>Explore how to develop characters through action and dialogue – use of DADWAVERS.</p> <p>Explore using ‘show not tell’ to demonstrate how you are feeling as a first person narrator of a story.</p> <p>Experiment with using different sentence types and lengths</p>	<p>Explore writing in the first person.</p> <p>Use relative clauses including or implying a relative pronoun. Think about how these can be used to add detail to our description.</p> <p>Recap using brackets, dashes and commas to punctuate parenthesis and introduce using them to punctuate relative clauses.</p> <p>Up-level vocabulary choices to improve description and consider the effectiveness of our own writing.</p> <p>Using model verbs to indicate a degree of possibility.</p> <p>Recap using commas to clarify meaning or to avoid misunderstanding. Ensure that commas are used correctly in lists, after openers and to separate clauses.</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 handwriting – letter v</p> <p>Week 5 handwriting – letter w</p> <p>Week 6 handwriting – letter x</p> <p>Week 4 spelling – suffix -ment</p> <p>Week 5 spelling – adverbs of possibility and frequency</p> <p>Week 6 spelling – Year 5/6 spelling words</p>
<p>Week 7</p> <p>Poetry</p> <p>Haiku</p>	<p>To recite poems by heart</p> <p>To express a personal viewpoint about a poem</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify the effect of context on a poem</p>	<p>To explore number of syllables in poetry.</p> <p>To think about the meaning behind a poem.</p> <p>To use the correct features and structure of a haiku.</p> <p>To think carefully about the message you want to convey through a poem</p>	<p>To think carefully about vocabulary choices when language is limited</p> <p>To punctuate a poem correctly</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 7 handwriting – letter z</p> <p>Week 7 spelling – review / Year 5/6 words</p>

