



English Medium-Term Plan – Spring 1

Half-term plan for topic/book		<i>English – Marvellous Mayans</i>		
Book to read to the class		<i>To The Stars By Canoe by Clayton Haswell</i> <i>The Chocolate Tree by Linda Lowery and Richard Keep</i> <i>Range of non-fiction texts about the Mayans</i>		
Reading aims		<i>To summarise information from more than one paragraph.</i> <i>To present the author's viewpoint of a text.</i> <i>To identify grammatical features used by the writer to impact on the reader.</i> <i>To read non-fiction identifying purpose, structure and grammatical features.</i> <i>To use my knowledge of the structure of a text type to find key information.</i> <i>To know the difference between fact and opinion.</i>		
Writing outcomes		<i>To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</i> <i>To use brackets, dashes and commas to indicate relative clauses.</i> <i>To use brackets, dashes and commas to indicate parenthesis.</i> <i>To use commas to clarify meaning or avoid understanding.</i> <i>To use modal verbs and adverbs to indicate a degree of possibility.</i>		
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 Poetry To The Stars By Canoe	To ask questions to improve understanding To read with expression To explore the meaning of words in context To summarise information from more than one paragraph	Read To The Stars By Canoe up to page 26. Discuss the structure of the text and the language used. Look at how it is poetic in style. Analyse rhyme pattern.	To use stylistic devices to create effects in writing e.g. show not tell, similes, metaphors, alliteration, personification To use commas to clarify meaning or avoid misunderstanding	Spelling activities focused on the spelling rule and exceptions. Activities linked to work meaning and using spelling words in context. Week 1 Spellings -ity suffix Handwriting

	<p>To identify the effect of the context on a text e.g. historical content or other cultures</p> <p>To present the author's viewpoint of a text</p> <p>To identify how language, structure and presentation contribute to the meaning of a text</p>	<p>Stop at Page 26 and discuss what could happen in the rest of the poem/tale. Children to plan the events of their own ending.</p> <p>Children to continue to write in the style of the book to write their own ending.</p> <p>To use the correct features and sentence structure matched to the text type we are working on</p>		
<p>Week 2, 3 and 4</p> <p>Persuasive letter (deforestation or Chichen Itza)</p>	<p>To summarise main ideas.</p> <p>To know the difference between fact and opinion.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify the effect of context on a text.</p> <p>To identify grammatical features used by the writer to impact on the reader.</p> <p>To identify and comment on a writer's use of language for effect.</p> <p>To present the author's viewpoint of a text.</p>	<p>To explore the features of letters – both formal and informal.</p> <p>To explore persuasive language.</p> <p>To carry out research and debate points of view.</p> <p>To use models to develop my own writing.</p> <p>To identify the features, audience, purpose and tone of a formal, persuasive letter.</p> <p>To use grammar and vocabulary to create an impact on the reader.</p> <p>I can start sentences using a variety of openers.</p> <p>I can link ideas across paragraphs using adverbials.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>To proof read my own work for spelling and punctuation errors and edit to improve effect.</p> <p>To use the correct features and sentence structure matched to the text type we are working on.</p> <p>To use stylistic devices to create effects in writing</p>	<p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>To use brackets, dashes and commas to indicate relative clauses.</p> <p>To use brackets, dashes and commas to indicate parenthesis.</p> <p>To use commas to clarify meaning or avoid understanding.</p> <p>To use modal verbs and adverbs to indicate a degree of possibility.</p>	<p>Spelling activities focused on the spelling rule and exceptions.</p> <p>Activities linked to work meaning and using spelling words in context.</p> <p>Week 2 spellings -ness suffix</p> <p>Week 3 spellings -ship suffix</p>
<p>Week 4, 5 and 6</p>	<p>To use meaning seeking strategies to explore the meaning of words in context.</p> <p>To summarise the main ideas.</p>	<p>To discuss the audience and purpose of the writing.</p> <p>To summarise a paragraph.</p>	<p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p>	<p>Spelling activities focused on the spelling rule and exceptions.</p> <p>Activities linked to work meaning and using spelling words in context.</p>

<p>Non-chronological report</p>	<p>To read non-fiction identifying purpose, structure and grammatical features.</p> <p>To use my knowledge of the structure of a text type to find key information.</p> <p>To know the difference between fact and opinion.</p> <p>To make connections between other similar texts, prior knowledge and experience.</p> <p>To use text marking to identify key information in a text.</p>	<p>To identify the features of a non-chronological report.</p> <p>To carry out my own research using specific research questions.</p> <p>To use subheadings effectively.</p> <p>To start sentences with a variety of openers.</p> <p>To link ideas across paragraphs using adverbials.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>To proof read my own work for spelling and punctuation errors and edit to improve effect.</p> <p>To use the correct features and sentence structure matched to the text type we are working on.</p> <p>To organise my writing into paragraphs.</p>	<p>To use brackets, dashes and commas to indicate relative clauses.</p> <p>To use brackets, dashes and commas to indicate parenthesis.</p> <p>To use commas to clarify meaning or avoid understanding.</p>	<p>Week 5 spellings – homophones and near homophones</p> <p>Week 6 spellings – homophones and near homophones</p>
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