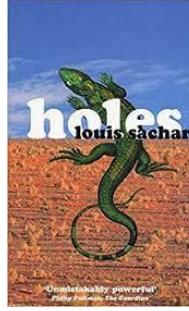
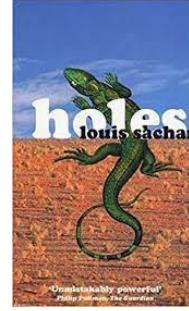
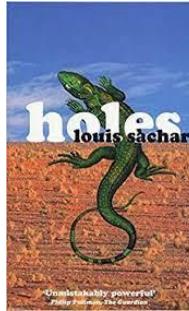
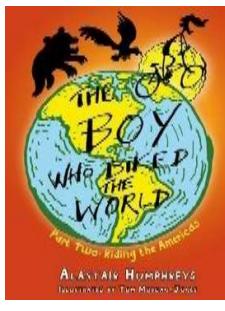
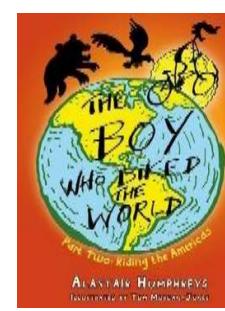
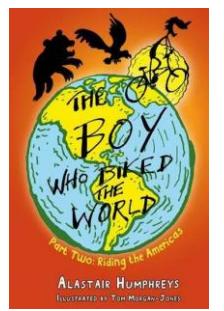
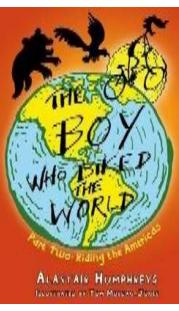
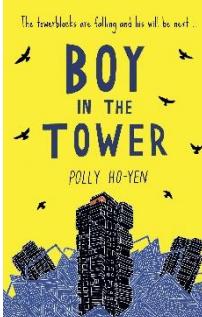
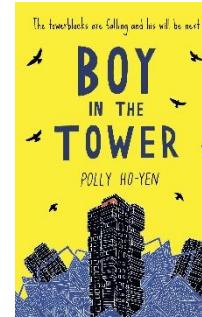
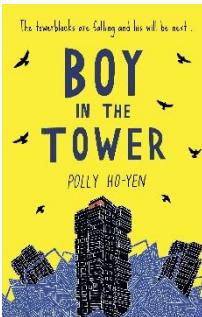
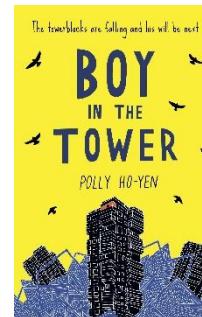
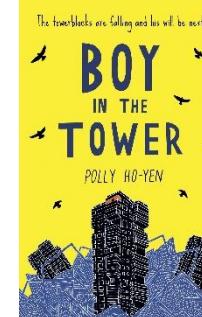
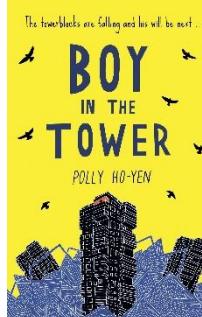
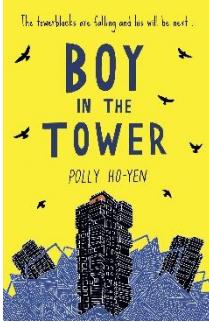
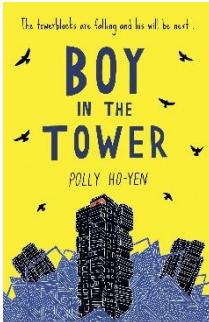
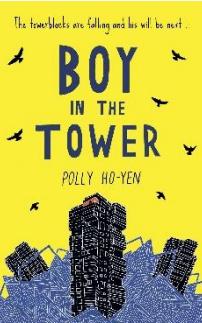


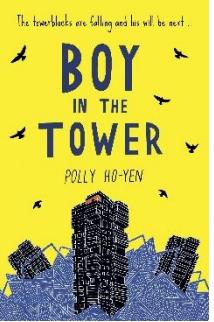
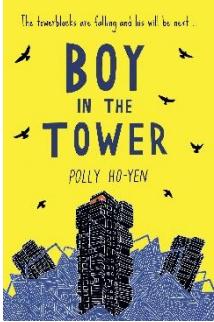
Medium Term Planning Autumn 1- English Y5

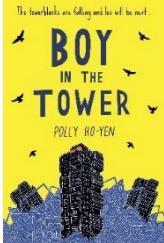
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text
Class Text- Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.							
Writing Outcome	Diary Writing	Diary Writing	Diary Writing	Descriptive Narrative	Descriptive Narrative	Descriptive Narrative	Descriptive Narrative
Reading Skill	Prediction	Retrieval	Vocabulary Meaning	Inference	Retrieval	Inference	Vocabulary Meaning
Reading Skills Lessons and directed reading for 15 minutes per day. Teacher to allocate pages.							

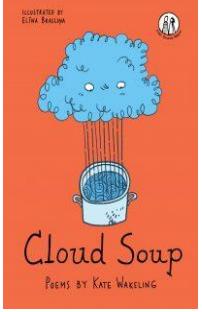
<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
Week 1 	Prediction	<p>Monday – L.O To make a prediction</p> <p>Tuesday – L.O To read fluently</p> <p>Wednesday – L.O To read fluently</p> <p>Thursday – L.O To answer vocabulary questions</p>	<p>Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read a fiction text linked to the topic.</p> <p>MON - Children will look at the front cover and read the blurb. Based on the picture and the blurb they will write a prediction about the text.</p> <p>TUE – Children will read fluently and write sentences using the new vocabulary.</p> <p>WED – Children will read fluently and write sentences using the new vocabulary.</p>	<p>I can read the blurb for meaning.</p> <p>I can infer information from the pictures.</p> <p>I can use the pictures and blurb to write a prediction.</p> <p>I can read the first chapter and make predictions.</p> <p>I can phrase accurately using the punctuation in the text.</p> <p>I can read at an appropriate rate.</p> <p>I can use intonation to give meaning to the text.</p>	<p>I can use my own experiences and knowledge to influence my prediction.</p> <p>I can use the challenging vocabulary and apply it in a sentence.</p>	<p>Monday – Book of choice.</p> <p>Tuesday – Class Text.</p> <p>Wednesday – Class Text.</p> <p>Thursday – Class Text.</p> <p>Friday – Book of choice.</p>

			THUR – Children will read fluently and answer vocabulary questions related to new vocabulary.			
		Friday: Unseen Text	G.I Joe Retrieval Focus			
Week 2 	Retrieval	Monday: L.O To read fluently Tuesday: L.O To read fluently Wednesday: L.O To answer retrieval questions Thursday: L.O To answer retrieval questions	MON - Children will read fluently and write sentences using the new vocabulary. TUE – Children will read fluently and write sentences using the new vocabulary. WED – Children will read fluently and answer retrieval questions related to the text. THUR – Children will read fluently and answer retrieval questions related to the text.	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text. I can read a text for meaning. I can read and understand a question. I can skim and scan the text to find the answer. I can answer a question accurately using the text.	I can write my partner a retrieval question.	Monday – Book of choice. Tuesday – Class Text. Wednesday – Class Text. Thursday – Class Text. Friday – Book of choice.
		Friday: Unseen Text	Why recycle – Retrieval Focus			

<p>Week 3</p> 	<p>Vocabulary</p>	<p>Monday: L.O To read fluently Tuesday: L.O To read fluently Wednesday: L.O To answer vocabulary questions Thursday: L.O To answer vocabulary questions</p>	<p>MON - Children will read fluently and write sentences using the new vocabulary. TUE - Children will read fluently and write sentences using the new vocabulary. WED - Children will read fluently and answer vocabulary questions related to the text. THUR - Children will read fluently and answer vocabulary questions related to the text.</p>	<p>I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text. I can read a text for meaning. I can read and understand a question. I can skim and scan the text to find the vocabulary. I can explain the meaning of the vocabulary. I can use the vocabulary in a sentence.</p>	<p>I can write my partner a vocabulary question.</p>	<p>Monday – Book of choice. Tuesday – Class Text. Wednesday – Class Text. Thursday – Class Text. Friday – Book of choice.</p>
	<p>Inference</p>	<p>Monday: L.O To read fluently</p>	<p>MON - Children will read fluently and</p>	<p>I can phrase accurately using the</p>	<p>I can use a range of my own experiences to inform my answer</p>	<p>Monday – Book of choice.</p>

<p>Week 4</p> 	<p>Tuesday: L.O To read fluently</p> <p>Wednesday: L.O To answer inference questions</p> <p>Thursday: L.O To answer inference questions</p>	<p>write sentences using the new vocabulary.</p> <p>TUE – Children will read fluently and write sentences using the new vocabulary.</p> <p>WED – Children will read fluently and answer inference questions related to the text.</p> <p>THUR – Children will read fluently and answer inference questions related to the text.</p>	<p>punctuation in the text.</p> <p>I can read at an appropriate rate.</p> <p>I can use intonation to give meaning to the text.</p> <p>I can read a text for meaning.</p> <p>I can read and understand a question.</p>		<p>Tuesday – Class Text.</p> <p>Wednesday – Class Text.</p> <p>Thursday – Class Text.</p> <p>Friday – Book of choice.</p>	
	<p>INSET DAY</p>					
<p>Week 5</p> 	<p>Retrieval</p>	<p>Monday: L.O To read fluently</p>	<p>MON - Children will read fluently and write sentences using the new vocabulary.</p>	<p>I can phrase accurately using the punctuation in the text.</p>	<p>Monday – Book of choice.</p>	
		<p>Tuesday: L.O To read fluently</p>	<p>TUE – Children will read fluently and write sentences using the new vocabulary.</p>	<p>I can read at an appropriate rate.</p>	<p>Tuesday – Class Text.</p>	
		<p>Wednesday: L.O To answer retrieval questions</p>	<p>WED – Children will read fluently and</p>	<p>I can use intonation to give meaning to the text.</p>	<p>Wednesday – Class Text.</p>	
		<p>Thursday: L.O To answer retrieval questions</p>			<p>Thursday – Class Text.</p>	
					<p>Friday – Book of choice.</p>	

			<p>answer retrieval questions related to the text.</p> <p>THUR – Children will read fluently and answer retrieval questions related to the text.</p>	<p>I can read a text for meaning.</p> <p>I can read and understand a question.</p> <p>I can skim and scan the text to find the answer.</p> <p>I can answer a question accurately using the text.</p>			
			<p>Friday: Unseen Text Aretha Franklin - Retrieval Focus</p>				
<p>Week 6</p> 	Inference	<p>Monday: L.O To read fluently</p> <p>Tuesday: L.O To read fluently</p> <p>Wednesday: School Trip</p> <p>Thursday: R.E Day</p>	<p>MON - Children will read fluently and write sentences using the new vocabulary.</p> <p>TUE – Children will read fluently and write sentences using the new vocabulary.</p>	<p>I can phrase accurately using the punctuation in the text.</p> <p>I can read at an appropriate rate.</p> <p>I can use intonation to give meaning to the text.</p> <p>I can read a text for meaning.</p> <p>I can read and understand a question.</p>	<p>I can use a range of my own experiences to inform my answer</p>	<p>Monday – Book of choice.</p> <p>Tuesday – Class Text.</p> <p>Wednesday – Class Text.</p> <p>Thursday – Class Text.</p> <p>Friday – Book of choice.</p>	

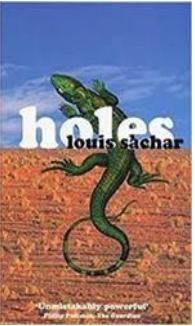
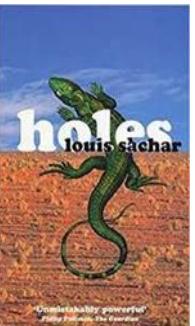
		Friday: Unseen Text	*Create inference unseen text*			
Week 7 	Vocabulary	Monday: L.O To read fluently Tuesday: L.O To read fluently Wednesday: TSAT Sports Competition Thursday: L.O To answer vocabulary questions	MON - Children will read fluently and write sentences using the new vocabulary. TUE - Children will read fluently and write sentences using the new vocabulary. THUR - Children will read fluently and answer vocabulary questions related to the text.	I can read at an appropriate rate. I can use intonation to give the poem meaning. I can comment on strategies used when performing poetry. I can skim and scan the text to find the vocabulary. I can explain the meaning of the vocabulary. I can use the vocabulary in a sentence.	I can write my partner a vocabulary question.	Monday – Book of choice. Tuesday – Book of choice. Wednesday – Book of choice. Thursday – Book of choice. Friday – Book of choice.
		Friday: Unseen Text	Children of the Earth – Vocabulary Focus (Poem)			
Endpoints:	Knowledge: Know more tier 2 and 3 vocabulary. Know more about fantasy writing. Know more about emotive language. Skills: Retrieve and record information. Infer meaning from images and text. Reading stamina and fluency.					

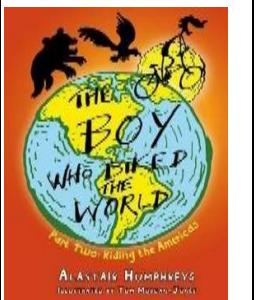
Prediction.
Question unknown vocabulary.

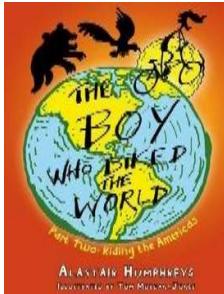
Understanding:
Understand how to retrieve information.
Understand what inference means.

Vocabulary:
Inference, retrieval, vocabulary

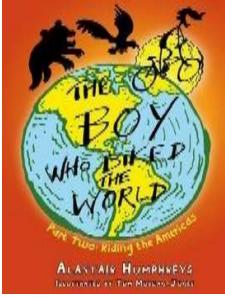
<u>Writing</u>	<u>Skill N/C</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Week 1		SPAG/Problem Solving Lesson				
		L.O Make a prediction using modal verbs	Children will make predictions about the book using modal verbs.	I can make predictions using modal verbs.	I can add an explanation using a subordinating conjunction to extend my sentence.	
		L.O Use adjectives to describe a setting from a picture	Children will describe a setting from a picture using adjectives and give reasons for their choices.	I can use adjectives to describe a setting using clues from a picture.	I can use search for and use unfamiliar vocabulary to describe the setting.	
		L.O Use expanded noun phrases to describe a setting	Children will write sentences using expanded noun phrases to enhance setting description.	I can write sentences using expanded noun phrases to describe a setting.	I can use a prepositional phrase to expand my sentence.	
		L.O Identify expanded noun phrases from a text	Children will read a piece of text and highlight expanded noun phrases.	I can use suggest adjectives to improve a sentence.	I can write my own expanded noun phrases to describe a character.	
Week 2		SPAG/Problem Solving Lesson				
		L.O Use emotive language to portray character	Children will describe character's feelings from the text	I can use adjectives to portray a character's	I can use details from the text to expand my descriptions.	

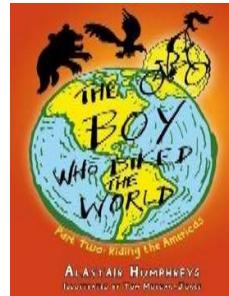
			<p>and give reasons for their choices.</p>	<p>emotions using clues from the text.</p>		
			<p>L.O Identify the key features of a diary entry</p>	<p>Children will read and analyse a diary entry based on Holes.</p>	<p>I can identify the features of a diary entry.</p>	<p>I can identify fronted adverbials to organize paragraphs.</p>
			<p>L.O To create a timeline of key events</p>	<p>Children will use pictures, vocabulary and emotive language to sequence the story so far.</p>	<p>I can order key events from the text. I can add details to key events from the text. I can add adjectives to describe a character's feelings and the setting.</p>	<p>I can use the text to find more examples to add to my timeline.</p>
			<p>L.O Plan a diary entry</p>	<p>Children will plan their own diary entry based on Stanley in Holes.</p>	<p>I can plan out my ideas and include all the correct features of a diary entry.</p>	<p>I can use fronted adverbials to organize my writing.</p>
<p>Week 3</p> 			<p>SPAG/Problem Solving Lesson</p>			
			<p>L.O To write the opening of a diary</p>	<p>Children will focus on the opening to their diary entry based on Stanley in Holes.</p>	<p>I can introduce the diary entry I can use first person I can use the correct features of a diary entry I can use my plan to include adjectives and details from the text</p>	<p>I can include a range of short sentences for effect.</p>

		L.O To write a diary entry from a character's point of view	Children will continue to write their diary entry based on Stanley in Holes.	I can use the features of a diary entry to write from a character's point of view.	I can include a range of short sentences for effect.	
		L.O To edit and improve	Children will observe modelling of making improvements to their writing.	I can improve my own diary entry.	I can suggest a range of improvements to vocabulary and structure.	
		L.O To publish a diary entry	Children will use a diary format to publish their writing neatly for a display	I can publish a completed diary entry.	I can record a video of my diary entry in character as Stanley from Holes.	
Week 4		SPAG/Problem Solving Lesson				
 THE BOY WHO HATED THE WORLD MR TWO: Riding the Americas ALASTAIR HUMPHREYS Illustrated by Tom Morgan-Harold		L.O To use senses in descriptive writing	Children will be introduced to the importance of using senses in descriptive writing. They will use picture and video stimulus to explore different senses.	I can use adjectives to describe what I might see, hear and smell I can use evidence to justify my choice I can use a thesaurus to find appropriate synonyms	I can write a sentence using subordinating conjunctions to expand my description.	
		L.O To identify and use relative clauses	Children will be introduced to relative clauses. They will match the relative clause to the main clause and understand how to	I can use the correct relative pronoun I can correctly punctuate a sentence with a relative clause I can insert the appropriate relative	I can write a sentence using a relative clause to describe a picture.	

			use the correct relative pronoun	clause for a main clause		
		L.O To use relative clauses to add details to a noun	Children will continue to explore relative clauses. They will create their own relative clause to add details to nouns from the story.	I can use the correct relative pronoun I can correctly punctuate a sentence with a relative clause I can match the appropriate relative clause for a main clause	I can insert a relative clause without using a relative pronoun.	
		INSET DAY				
Week 5		SPAG/Problem Solving Lesson				
		L.O To correctly punctuate direct speech	Children will be introduced to punctuating direct speech. They will edit a passage of writing to ensure the inverted commas are used correctly.	I can use inverted commas correctly I can use punctuation inside the inverted commas	I can punctuate speech starting with a reporting clause	
		L.O To use synonyms for said in a reporting clause	Children will brainstorm to come up with synonyms for 'said' to use in a reporting clause. They will write sentences using direct speech related to different synonyms for said.	I can use inverted commas correctly I can use punctuation inside the inverted commas I can use synonyms for said in a reporting clause	I can experiment with the position of my reporting clause.	

		<p>L.O To use fronted adverbials of manner</p> <p>The use of fronted adverbials of manner to improve descriptive writing will be discussed. Children will identify fronted adverbials of manner and match them to the correct sentence.</p>	<p>I can identify a fronted adverbial of manner</p> <p>I can choose an appropriate fronted adverbial for my sentence</p> <p>I can use a comma after my fronted adverbial</p>	<p>I can extend my sentence using a prepositional phrase</p>	
		<p>L.O To identify features of a descriptive chapter</p> <p>Children will read a WAGOLL descriptive chapter. They will be tasked with highlighting the key features in different colours to demonstrate an understanding of the grammar and structure prior to planning their own.</p>	<p>I can identify fronted adverbials of manner</p> <p>I can identify direct speech</p> <p>I can identify relative clauses</p> <p>I can identify powerful adjectives</p>	<p>I can suggest other features that may improve a descriptive chapter.</p>	
		SPAG/Problem Solving Lesson			
		<p>L.O To plan a descriptive chapter</p> <p>Children will begin to plan their descriptive chapter using a planning document. They will include key features</p>	<p>I can choose fronted adverbials of manner to include in my chapter</p> <p>I can write a sentence including a relative</p>	<p>I can use knowledge from the wider curriculum to inform my writing.</p>	

<p>Week 6</p> 		<p>and grammatical structure.</p>	<p>clause that I wish to use I can list some details about Mexico I wish to use I can write sentences using direct speech I wish to include</p>		
	<p>Y5 Trip with Dom McDermott</p>				
	<p>R.E Day</p>				
	<p>L.O To plan a descriptive chapter</p>	<p>Children will continue to plan their descriptive chapter using a planning document. They will include key features and grammatical structure.</p>	<p>I can choose fronted adverbials of manner to include in my chapter I can write a sentence including a relative clause that I wish to use I can list some details about Mexico I wish to use I can write sentences using direct speech I wish to include</p>	<p>I can use knowledge from the wider curriculum to inform my writing.</p>	
<p>Week 7</p>		<p>SPAG/Problem Solving Lesson</p>			



	<p>L.O To write the opening of a descriptive chapter</p>	<p>Children will write the opening of their descriptive chapter. They will focus on the five senses of Tom.</p>	<p>I can use two of the five senses in my writing I can use a relative clause I can set the scene for my audience</p>	<p>I can use a range of short sentences for dramatic effect</p>	
	<p>L.O To write a paragraph of a descriptive chapter</p>	<p>Children will continue to write their descriptive chapter, ensuring to include features.</p>	<p>I can use fronted adverbials of manner I can use a sentence including a relative clause I can include sentences about sight, sound and smell I can include some details about Mexico I can write sentences using direct speech</p>	<p>I can use knowledge from the wider curriculum to inform my writing</p>	
	<p>L.O To write a paragraph of a descriptive chapter</p>	<p>Children will continue to write their descriptive chapter, ensuring to include features.</p>	<p>I can use fronted adverbials of manner I can use a sentence including a relative clause I can include sentences about sight, sound and smell I can include some details about Mexico I can write sentences using direct speech</p>	<p>I can use knowledge from the wider curriculum to inform my writing</p>	

		L.O To edit and publish a descriptive chapter	Children will use an editing checklist to ensure they have proof read their work. They will publish their final piece.	I can search for punctuation and spelling errors I can suggest improvements to my writing I can colour code and underline the key features: Relative clause Direct speech Fronted adverbials of manner	I can suggest a variety of improvements to vocabulary and structure	
Endpoints:	<p>Knowledge:</p> <p>Know how to use clues to describe a setting Know that fronted adverbials need a comma. Know how to punctuate direct speech Know how to edit and improve a piece of text</p> <p>Skills:</p> <p>Punctuate direct speech. Use adjectives to create noun phrases. Use a range of fronted adverbials to expand sentences.</p> <p>Understanding:</p> <p>Vocabulary:</p> <p>Diary entry: modal verb, expanded noun phrase, setting, emotive language Narrative: noun phrases, fronted adverbials, relative clause, direct speech, inverted commas</p>					

