

English Medium Term Plan Year 5

<i>Autumn 1 N-F Discursive</i>	<i>Learning Intentions</i>
<p><i>Beowulf – Michael Morpurgo Classic Narratives (3 weeks)</i></p> <ul style="list-style-type: none"> • <i>Character study</i> • <i>Setting descriptions</i> • <i>Invent own monster and describe</i> • <i>Non-chronological report on created monster</i> • <i>Plan & write own adventure story with created monster</i> • <i>Newspaper report of invasion</i> <p><i>Non-Fiction – Discursive (2 weeks) Saxon Hoard Cold to Hot</i></p> <ul style="list-style-type: none"> • <i>Features of Discursive / Balanced argument</i> • <i>Plan, write and publish a discursive argument</i> <p><i>I Was a Rat – Phillip Pullman Contemporary Narratives (2 weeks)</i></p> <ul style="list-style-type: none"> • <i>Personal response</i> • <i>Character study</i> • <i>Write in role – letters/diaries</i> • <i>Flashback / Flash forward</i> <p><i>History Link: Non-Fiction Saxons & Scots</i></p> <ul style="list-style-type: none"> • <i>Read report of Saxon invasion and write personal response (diary, report etc)</i> 	<p><i>I can innovate and invent a known story.</i></p> <p><i>I can plan, write and publish a story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a non-chronological report, including sub-headings.</i></p> <p><i>I can write a diary entry.</i></p> <p><i>I can write a discursive text, including the features.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can include a flashback / flash forward.</i></p> <p><i>I can write a report, including the features.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell a wide range of common words with lots of syllables correctly.</i></p> <p><i>I can organise my writing according to purpose, e.g. fonts, headings, bullet points and captions.</i></p> <p><i>I can organise my writing according to purpose, e.g. paragraphs, chapters, letter formats and logically sequenced events.</i></p> <p><i>I can use a range of punctuation with increasing accuracy.</i></p> <p><i>I can include a range of sentence types in my writing.</i></p> <p><i>I can check that my writing makes sense, both fiction and non-fiction.</i></p> <p><i>I can use interesting and adventurous language in my writing at all times.</i></p> <p><i>I can use fiction and non-fiction structures accurately so that my writing is clear and organised.</i></p> <p><i>I can join my writing in a consistent style.</i></p> <p><i>I can begin to edit and publish my work, including use of ICT.</i></p>
<p><i>Sentence Types:</i></p> <p><i>Some, others</i></p> <p><i>-ing, -ed</i></p> <p><i>Revise:</i></p>	

Adjective, same adjective
All the Ws

Autumn 2 N-F Biography

Learning Intentions

The Midnight Fox – Well-loved Narratives (3 weeks)

- Writing in character
- Debate
- Character study
- Role-play
- Plan, write and publish own version, e.g. change character or setting.
- To plan, write and publish a non-chronological report about foxes

Non-Fiction – Biography (2 weeks) Cold to Hot

Link to History / Art / RE

- Research and plan
- Write and publish a biography

Poetry – Lindisfarne Gospels (1 week)

- Personal response
- Write into illuminated version (hand-written version into own illuminated gospel)

Sentence Types:

Some, others

-ing, -ed

Revise:

Adjective, same adjective

I can plan, innovate and invent a known story.

I can write about a character's feelings and actions.

I can use describing words in my writing to add detail and effect.

I can write a character or setting description.

I can use Show Not Tell.

I can use drama, role-play and ICT to retell a known story.

I can identify features of a biography.

I can plan and write a biography, including features.

I can plan and write a non-chronological report, including features.

To create an illuminated verse.

I am beginning to spell a range of unfamiliar words accurately.

I am beginning to spell words with Stage 5 spelling patterns.

I am beginning to spell Stage 5 key words.

I can begin to create complex sentences, using commas.

I can use the correct tense throughout my independent writing.

I can use sophisticated connectives, e.g. 'although', 'nevertheless' and 'however'.

I can use nouns, pronouns and tense accurately and consistently.

I can plan out my work, so that it has a clearly defined structure.

I can maintain consistent tense use.

I can check my work, including punctuation.

I can accurately use ! ? ""

I can accurately use an apostrophe for omission, e.g. can't, don't.

I can identify the audience for and purpose of the writing.

I can note and develop ideas, drawing on prior reading and research.

I will plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.

I will continue to use techniques to develop interest, e.g. Build tension, Show not Tell etc.

In narratives I can describe character, setting and atmosphere.

<p><i>All the Ws</i></p>	<p><i>I can include dialogue to convey character and advance the action.</i></p> <p><i>I can assess the effectiveness of my own and other's writing, and suggest improvements.</i></p> <p><i>I will write in a clear, neat and joined style.</i></p> <p><i>I will edit and publish my work, including use of ICT.</i></p>
<p><i>Spring 1 N-F Reports</i></p>	<p><i>Learning Intentions</i></p>
<p><i>There's a boy in the Girl's Bathroom – Louis Sachar</i></p> <p><i>Contemporary Narratives (3 weeks)</i></p> <ul style="list-style-type: none"> • <i>Character study</i> • <i>Setting description</i> • <i>Personal response</i> • <i>Range of writing in character – letters, diaries etc</i> • <i>Extended narrative – focus on paragraphs and building of cohesion</i> <p><i>Poetry – The Highway Man (2 weeks)</i></p> <ul style="list-style-type: none"> • <i>Personal response</i> • <i>Performance</i> • <i>Plan, write and publish a modern day version of the story</i> <p><i>History Non-Fiction Link – Islamic Civilisation</i></p> <ul style="list-style-type: none"> • <i>Research, plan, write and publish a report</i> 	<p><i>I can imitate, innovate and invent an extended narrative, building cohesion.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a formal letter.</i></p> <p><i>I can write a diary entry.</i></p> <p><i>I can write a setting description.</i></p> <p><i>I can write a character profile.</i></p> <p><i>I can use Show Not Tell.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can respond to verse.</i></p> <p><i>I can interpret a poem as a narrative.</i></p> <p><i>I am beginning to spell a range of unfamiliar words accurately.</i></p> <p><i>I am beginning to spell words with Stage 5 spelling patterns.</i></p> <p><i>I am beginning to spell Stage 5 key words.</i></p> <p><i>I can begin to create complex sentences, using commas.</i></p> <p><i>I can use the correct tense throughout my independent writing.</i></p> <p><i>I can use sophisticated connectives, e.g. 'although', 'nevertheless' and 'however'.</i></p> <p><i>I can use nouns, pronouns and tense accurately and consistently.</i></p> <p><i>I can plan out my work, so that it has a clearly defined structure.</i></p> <p><i>I can maintain consistent tense use.</i></p> <p><i>I can check my work, including punctuation.</i></p> <p><i>I can accurately use ! ? ""</i></p> <p><i>I can accurately use an apostrophe for omission, e.g. can't, don't.</i></p>
<p><i>Sentence Types:</i></p> <p><i>O. (I) Outside inside.</i></p> <p><i>The more, the more</i></p> <p><i>Feelings and Dialogue</i></p>	

Revision:

Emotion word, (comma)

List sentences

I can identify the audience for and purpose of the writing.

I can note and develop ideas, drawing on prior reading and research.

I will plan out my work so that it has a clearly defined structure, appropriate to purpose and audience.

I will continue to use techniques to develop interest, e.g. Build tension, Show not Tell etc.

In narratives I can describe character, setting and atmosphere.

I can include dialogue to convey character and advance the action.

I can assess the effectiveness of my own and other's writing, and suggest improvements.

I will write in a clear, neat and joined style.

I will edit and publish my work, including use of ICT.

Spring 2 N-F Persuasive Texts

Learning Intentions

The Tempest, Shakespeare Classic Narratives

(3 weeks)

- *Personal response*
- *Figurative language*
- *Character study*
- *Descriptive writing 'The Storm'*
- *Rewrite an extract as a play script and perform it.*

Non-Fiction - Persuasive Texts - Advertising Brochures

(2/3 weeks) Cold to Hot

- *Identify persuasive techniques and presentational devices of Persuasive texts (Advertising brochures).*
- *To plan, create publish an advertising brochure.*
- *Identify features of a persuasive letter.*
- *Plan, write and publish a persuasive letter (linked to current affairs)*

Sentence Types:

O. (I) Outside inside.

The more, the more

Feelings and Dialogue

Revision:

Emotion word, (comma)

List sentences

I can plan, innovate and invent a known story.

I can write about a character's feelings and actions.

I can use Show Not Tell.

I can identify features of a play script.

I can write a play script.

I can use describing words in my writing to add detail and effect.

I can include description of characters and setting, for detail and effect.

I can use drama, role-play and ICT to retell a known story.

I can identify features of a persuasive text (advertising brochure and letter).

I can plan and write a persuasive text (advertising brochure and letter).

I can spell a range of unfamiliar words accurately.

I can spell words with Stage 5 spelling patterns.

I can spell Stage 5 key words.

I can begin to create complex sentences, using commas.

I can use the correct tense throughout my independent writing.

I can use sophisticated connectives, e.g. 'although', 'nevertheless' and 'however'.

I can use nouns, pronouns and tense accurately and consistently.

I can plan out my work so that it has a clearly defined structure.

I can maintain consistent tense use.

I can check my work, including punctuation.

I can accurately use ! ? ""

I can accurately use an apostrophe for omission, e.g. can't, don't.

I can identify the audience for and purpose of the writing.

I can note and develop ideas, drawing on prior reading and research.

I will plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.

I will continue to use techniques to develop interest, e.g. Build tension, Show not Tell etc.

In narratives I can describe character, setting and atmosphere.

I can include dialogue to convey character and advance the action.

I can assess the effectiveness of my own and other's writing, and suggest improvements.

I will write in a clear, neat and joined style.

I will edit and publish my work, including use of ICT.

<i>Summer 1 N-F Diary / Letters</i>	<i>Learning Intentions</i>
<p><i>The Piano (film narrative) - Flashback Stories (3 weeks)</i></p> <ul style="list-style-type: none"> • Character study. • Features of flashbacks. • Write a flash back. • Write a new chapter / sequel, including a flash forward. <p><i>Iron Man - Classic Narratives (2 weeks)</i></p> <ul style="list-style-type: none"> • Features of News reports. • First-hand accounts. • Quotes. • Plan, write and publish a News Report. <p><i>History Non-Fiction Link - Battle of Britain (2 weeks)</i></p> <p><i>Cold to Hot</i></p> <ul style="list-style-type: none"> • Features of diaries and letters. • Plan, write and publish a letter, in role. • Plan, write and publish a diary in role. 	<p><i>I can plan, innovate and invent a known story, including flashbacks.</i></p> <p><i>I can plan and write a sequel or additional chapter for a known story.</i></p> <p><i>I can identify features of a newspaper report.</i></p> <p><i>I can plan and write a newspaper report, including features.</i></p> <p><i>I can include additional information to interest the reader.</i></p> <p><i>I can plan, write and publish a letter and a diary extract. (History)</i></p> <p><i>I can edit, improve and publish my writing.</i></p> <p><i>To be able to use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell a range of unfamiliar words accurately.</i></p> <p><i>I can spell words with Stage 5 spelling patterns.</i></p> <p><i>I can spell Stage 5 key words.</i></p> <p><i>I can begin to create complex sentences, using commas.</i></p> <p><i>I can use the correct tense throughout my independent writing.</i></p> <p><i>I can use sophisticated connectives, e.g. 'although', 'nevertheless' and 'however'.</i></p> <p><i>I can use nouns, pronouns and tense accurately and consistently.</i></p> <p><i>I can plan out my work, so that it has a clearly defined structure.</i></p> <p><i>I can maintain consistent tense use.</i></p> <p><i>I can check my work, including punctuation.</i></p> <p><i>I can accurately use ! ? ""</i></p> <p><i>I can accurately use an apostrophe for omission, e.g. can't, don't.</i></p> <p><i>I can identify the audience for and purpose of the writing.</i></p> <p><i>I can note and develop ideas, drawing on prior reading and research.</i></p> <p><i>I will plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.</i></p> <p><i>I will continue to use techniques to develop interest, e.g. Build tension, Show not Tell etc.</i></p> <p><i>In narratives I can describe character, setting and atmosphere.</i></p> <p><i>I can include dialogue to convey character and advance the action.</i></p> <p><i>I can assess the effectiveness of my own and other's writing, and suggest improvements.</i></p> <p><i>I will write in a clear, neat and joined style.</i></p> <p><i>I will edit and publish my work, including use of ICT.</i></p>
<p><i>Sentence Types:</i></p> <p><i>De:De</i></p> <p><i>If, if, if, then</i></p> <p><i>Revision:</i></p> <p><i>Double -ly ending</i></p> <p><i>Short Sentences</i></p>	

<i>Summer 2 N-F Newspaper Report</i>	<i>Learning Intentions</i>
<p><i>Poetry - Cinquains (1 / 2 weeks)</i></p> <ul style="list-style-type: none"> • Features • Learn and perform • Personal response • Plan, write and publish a range of cinquains <p><i>Non-Fiction – Newspaper Reports (2 weeks)</i></p> <p><i>Cold to Hot</i></p> <ul style="list-style-type: none"> • Identify features of a newspaper report • To plan, write and publish a newspaper report • To write a headline and a quote <p><i>Tuesday – Contemporary Picture Book (3 weeks)</i></p> <ul style="list-style-type: none"> • Personal response • Retell from a different viewpoint • Plan, write and publish a sequel 'What happened the next evening • To plan, write and publish a news report (<i>The Day the Frogs Came</i>) • Drama opportunity plan, write and present a TV news report 	<p><i>To respond to and perform a range of poems.</i></p> <p><i>To identify features of cinquains.</i></p> <p><i>To plan, write and publish a range of cinquains.</i></p> <p><i>To be able to plan innovate and invent a known story.</i></p> <p><i>To be able to invent, plan and write a story.</i></p> <p><i>To be able to include description of characters and setting, for detail and effect.</i></p> <p><i>To be able to include dialogue.</i></p> <p><i>To be able to identify features of a newspaper report.</i></p> <p><i>To be able to plan and write a newspaper report, including headline, paragraphs and quotes.</i></p> <p><i>To be able to use drama, role-play and ICT to retell a story.</i></p> <p><i>I can proof-read to check for errors in spelling and punctuation.</i></p> <p><i>I can use a dictionary to check the meaning and spelling of words.</i></p> <p><i>I can use a thesaurus.</i></p> <p><i>I can use a wide range of powerful connectives to give order or emphasis.</i></p> <p><i>I can use a range of sentence types, e.g. complex, drop in clause, short sentence etc.</i></p> <p><i>I can consistently use paragraphs for change of setting, time, new character etc.</i></p> <p><i>I can plan out my work, so that it has a clearly defined structure.</i></p> <p><i>I can ensure consistent subject verb agreement.</i></p> <p><i>I can usually use apostrophes for omission and possession, and inverted commas accurately.</i></p> <p><i>I can use a wider range of punctuation, e.g. -' ; : () ...</i></p> <p><i>I will choose appropriate adventurous vocabulary.</i></p> <p><i>I will develop my ideas in creative and interesting ways.</i></p> <p><i>I will select interesting ways to move my writing forward, e.g. characterisation, dialogue with the audience, flashback / forward etc.</i></p> <p><i>I will be assertive but not confrontational in my persuasive writing.</i></p> <p><i>I will continue to plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.</i></p>
<p><i>Sentence Types:</i></p> <p><i>De:De</i></p>	

If, if, if, then

Revision:

Double -ly ending

Short Sentences

I will write in a clear, neat and joined style.

I will edit and publish my work, including use of ICT.

Recount (2 weeks) To coincide with Creative Curriculum or School Visit. Written by A. Neale-Crane July 2020 (Review Date: July 2022)