**English Medium Term Planning - Year 5 Spring Term**

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| **Text** | **Objectives** | **Genre** | **Time** |
| Biography – various (Mahatma Gandhi and Martin Luther King) | * To summarise the main ideas in more than one paragraph, identifying key details.
* To explain and discuss their understanding of texts, including through formal presentations and debates, maintaining a focus on the topic and using notes.
* To précis longer passages.
* To retrieve, record and present information from non-fiction.
* To read books that are structured in different ways and for a range of purposes.
* To ensure the consistent and correct use of tense throughout a piece of writing.
* To ensure correct subject and verb agreement when using singular and plural, distinguishing between speech and writing and choosing the appropriate register.
* To apply their growing knowledge of root words, prefixes and suffixes (see
* Appendix 1), both to read aloud and to understand the meaning of new words.
* To use a wide range of devices to build cohesion within and across paragraphs.
* To use commas to clarify meaning or avoid ambiguity in writing.
* To use brackets, dashes or commas to indicate parenthesis.
* To revise all of the handwriting curriculum objectives in Years 5–6.
* To choose which shape of a letter to use when given choices and decide, as part of their personal style, whether or not to join specific letters.
* To use 3 or 4 letters of a word to check spelling and/or meaning in a dictionary.
 | non fiction – reportoutcome: chronological report | 3 weeks  |
| Protest songs – *Blowin’ in the Wind* by Bob Dylan | * To prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
* To discuss and evaluate how authors use language and the impact on the reader.
* To continue to read and discuss a wide range of different types of text.
* To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* To use expanded noun phrases to convey complicated information concisely.
* To spell some words with ‘silent’ letters.
* To ask questions to improve their understanding of what they have read.
* To identify and discuss themes and conventions in and across a range of writing.
* To identify how language, structure and presentation contribute to meaning.
* To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
 | poetryoutcome: narrative poem | 2 weeks |
| *The Legend of Finn McCool*Edna O’Brien | * To use a wide range of devices to build cohesion within and across paragraphs.
* To make comparisons within and across books.
* To recommend books that they have read, giving reasons for their choices.
* To use relative clauses beginning with *who*, *which*, *where*, *why*, *whose*, *that* or with an implied relative pronoun.
* To use expanded noun phrases to convey complicated information concisely.
* To use commas to clarify meaning or avoid ambiguity in writing.
* To use brackets, dashes or commas to indicate parenthesis.
* To explain and discuss their understanding of texts.
* In writing narratives, to describe settings, characters and atmosphere and to integrate dialogue to convey character and advance the action.
* To ensure the consistent and correct use of tense throughout a piece of writing.
 | myths and legendsoutcome: legend | 3 weeks |
| *Azzi**In Between* by SarahGarland. (Write Stuff) | * To propose changes to vocabulary to enhance effects and clarify meaning.
* To ask questions to improve their understanding of what they have read.
* To explain and discuss their understanding of texts, including through formal presentations and debates, maintaining a focus on the topic and using notes.
* To identify and discuss themes and conventions in and across a range of writing.
* To ensure correct subject and verb agreement when using singular and plural, distinguishing between speech and writing and choosing the appropriate register.
* To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
* To use expanded noun phrases to convey complicated information concisely.
* Indicating degrees of possibility using adverbs or modal verbs.
* To use devices to build cohesion within a paragraph.
* To summarise the main ideas in more than one paragraph, identifying key details.
* To link ideas across paragraphs using adverbials of time, place and number or tense choices.
* To provide reasoned justifications for their views.
* To use brackets, dashes or commas to indicate parenthesis.
* To punctuate bullet points consistently.
* To use a colon to introduce a list.
* To use commas to clarify meaning or avoid ambiguity.
* To proofread for spelling and punctuation errors.
 | persuasive writing/outcome: persuasive speech | 3 weeks |