**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 – report  outcome: 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. | poetry  outcome: 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 legends  outcome: legend | 3 weeks |
| *Azzi*  *In Between* by Sarah  Garland.  (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 |