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

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| **Text** | **Objectives** | **Genre** | **Time** |
| *Romeo and Juliet* (Marcia Williams version)  | * To prepare plays 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 use knowledge of morphology and etymology in spelling and understand that some spellings need to be learned specifically, as listed in Appendix 1.
* To use further prefixes and suffixes and know the guidelines for adding them.
* To continue to read and discuss a wide range of different types of text.
* To participate in discussions about books that they read and listen to building on their own and others’ ideas.
* To increase familiarity with a wide range of books
* To explain and discuss their understanding of texts.
 | playscriptoutcome: playscript | 3 weeks |
| The HighwaymanAlfred Noyes(write stuff) | * To discuss and evaluate how authors use language and the impact on the reader.
* To identify how language, structure and presentation contribute to meaning.
* To propose changes to vocabulary to enhance effects and clarify meaning.
* To use further prefixes and suffixes and know the guidelines for adding them.
* To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* To continue to distinguish between homophones and other easily confused words.
* To use a wide range of devices to build cohesion within and across paragraphs.
* To assess the effectiveness of their own and others’ writing.
* 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 learn a wider range of poetry by heart.
* To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
* 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 continue to read and discuss a wide range of different types of text.
* To use dictionaries to check the spelling and meaning of words.
 | narrative poetryoutcome: short poem | 3 weeks |
| *World’s Worst Children*David Walliams | * To continue to read and discuss a wide range of different types of text.
* To identify and discuss themes and conventions in and across a range of writing.
* To make comparisons within and across books.
* To recommend books that they have read, giving reasons for their choices.
* To summarise the main ideas in more than one paragraph, identifying key details.
* 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 draw inferences and justify these with evidence from the text.
* To use knowledge of morphology and etymology in spelling and understand that some spellings need to be learned specifically, as listed in Appendix 1.
* To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* To ensure correct subject and verb agreement when using singular and plural, distinguishing between speech and writing and choosing the appropriate register.
* To use expanded noun phrases to convey complicated information concisely.
* To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
* 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 proofread for spelling and punctuation errors.
* To assess the effectiveness of their own and others’ writing.
 | non-chronological reportoutcome: newspaper article | 3 weeks |