



Medlar-with-Wesham C of E Primary School



English Long term plan

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

Year 5 (Dolphin Class)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books (Reading Lesson)	<ul style="list-style-type: none"> Shackleton's Journey The Explorer 	<ul style="list-style-type: none"> The Explorer 	<ul style="list-style-type: none"> Boy in the Tower 	<ul style="list-style-type: none"> A Midsummer Night's Dream I Am Not a Label 	<ul style="list-style-type: none"> Secrets of the sun king 	<ul style="list-style-type: none"> Five Children and It.
Reading Objectives	<ul style="list-style-type: none"> To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices Learning a wider range of poetry identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main id identifying how language, structure and presentation contribute to meaning retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 					



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Writing Genre	<ul style="list-style-type: none"> • Third Person Stories Set In Another Culture • Formal Letters of Application 	<ul style="list-style-type: none"> • Poems That Use Word Play • Dialogue in Narrative • Poems Which Explore Form 	<ul style="list-style-type: none"> • Balanced Argument • Third Person Stories Set in Another Culture 	<ul style="list-style-type: none"> • Formal Letters of Application • Biography • Poems That Use Word Play 	<ul style="list-style-type: none"> • Dialogue • Narrative: First Person Myths and Legends • Balanced Argument 	<ul style="list-style-type: none"> • Biography • Poems Which Explore Form
Writing Objectives	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofreading for spelling and punctuation errors • Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using commas to clarify meaning or avoid ambiguity in writing • Using brackets, dashes or commas to indicate parenthesis • Using a colon to introduce a list • Adopt and sustain the appropriate perspective • Demarcating dialogue 					