

Year 5 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Term 1 Victorians Set text: Street Child</p> <p>Terminology: modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash,</p> <p>cohesion, ambiguity</p>	<p>Writing sentences - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Words with the /i:/ sound spelt ei after c e.g. deceive</p>	<p>Descriptions - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Words with the /i:/ sound spelt ei after c e.g. deceive</p>	<p>Diary entries - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Words containing the letter-string ough e.g. bought, cough, through, plough, thorough</p>	<p>Job descriptions - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun</p> <p>Words containing the letter-string ough e.g. bought, cough, through, plough, thorough</p>	<p>Newspaper articles - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Endings which sound like /ʃəl/ -cial, -tial e.g. special, partial</p>	<p>ASSESSMENT WEEK</p>	<p>Persuasive writing - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p>	<p>Recounts - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p>
<p>Term 2 Victorians Set text: Oliver Twist</p> <p>Terminology: modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis,</p>	<p>Play scripts - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or</p>	<p>Play scripts - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g.</p>	<p>ASSESSMENT WEEK</p>	<p>Settings - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Characters - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Adding suffixes beginning with vowel letters to words ending</p>	<p>Persuasive writing - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Linking ideas across paragraphs using adverbials</p>	<p>Contrasting rich and poor - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Brackets, dashes</p>	

<p>bracket, dash,</p> <p>cohesion,</p> <p>ambiguity</p>	<p>modal verbs (e.g. <i>might, should, will, must</i>)</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. <i>doubt, island, lamb</i></p>	<p><i>might, should, will, must</i>)</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. <i>doubt, island, lamb</i></p>		<p>Adding suffixes beginning with vowel letters to words ending in –fer e.g. <i>referring, referee</i></p>	<p>in –fer e.g. <i>referring, referee</i></p>	<p>of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>or commas to indicate parenthesis</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	
<p>Term 3</p> <p>Ancient Greece</p> <p>modal verb,</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis,</p> <p>bracket, dash,</p> <p>cohesion,</p> <p>ambiguity</p>	<p>Narrative-quest myths</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer e.g. <i>referring,</i></p>	<p>Narrative-quest myths</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Reports</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Words ending in –able and –ible –ably and –ibly</p>	<p>ASSESSMENT WEEK</p>	<p>Poetry</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>)</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Poetry</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of the hyphen</p>		

	referee							
Term 4 Ancient Greece modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion, ambiguity	Character - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or as a <i>consequence</i>), and ellipsis <i>Words with the /i:/ sound spelt ei after c e.g. deceive</i>	ASSESSMENT WEEK	Explanation - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Words containing the letter-string ough e.g. bought, cough, through, plough, thorough	Instructions - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>) Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious	Reports - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or as a <i>consequence</i>), and ellipsis Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious	Non-fiction: leaflets - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Words containing the letter-string ough e.g. bought, cough, through, plough, thorough		
Term 5 Environment modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion,	Settings write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding	Letters write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding	Leaflets write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding	Leaflets write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding	Persuasive writing/Debate write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or			

<p>ambiguity</p>	<p>whether or not to join specific letters</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Use of the hyphen</p>	<p>whether or not to join specific letters</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Words ending in -able and -ible -ably and -ibly</p>	<p>whether or not to join specific letters</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p>	<p>whether or not to join specific letters</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, referee</p>	<p>not to join specific letters</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p>			
<p>Term 6 Environment</p> <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash,</p> <p>cohesion, ambiguity</p>	<p>Non-fiction</p> <p>choosing the writing implement that is best suited for a task</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p>	<p>Non-fiction</p> <p>choosing the writing implement that is best suited for a task</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)</p> <p>Endings which sound like /ʃəl/ -cial, -tial e.g. special, partial</p>	<p>Narrative</p> <p>choosing the writing implement that is best suited for a task</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Words containing the letter-string ough e.g. bought, cough, through, plough, thorough</p>	<p>Narrative</p> <p>choosing the writing implement that is best suited for a task</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> e.g. deceive</p>	<p>Poetry</p> <p>choosing the writing implement that is best suited for a task</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Homophones and near homophones (see word list)</p>	<p>Poetry</p> <p>choosing the writing implement that is best suited for a task</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Homophones and near homophones (see word list)</p>	<p>Recount</p> <p>choosing the writing implement that is best suited for a task</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Word list</p>	<p>Comic strip</p> <p>choosing the writing implement that is best suited for a task</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Word list</p>