# Year 5 Spoken Language Medium-Term Plan

| Key objectives | Possible experiences |
|---|---|
| **Physical**<br>• To project their voice to large audience.<br>• For gestures to become increasingly natural.<br><br>**Linguistic**<br>• To use an increasingly sophisticated range of sentence stems with fluency and accuracy.<br><br>**Cognitive**<br>• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.<br>• To identify when a discussion is going off topic and to be able to bring it back on track<br><br>**Social and emotional**<br>• Listening for extended periods of time.<br>• To speak with flair and passion. | • Feedback their ideas to a small group.<br>• Explain their methods to a partner.<br>• Take part in a class debate.<br>• Present a school report/learning log to an audience.<br>• Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.<br>• Compering a school talent show or event.<br>• Perform in a school church service.<br>• Discuss their learning with others.<br>• Share their opinions and views about key topics in class.<br>• Lead a class meeting for school council. |

St John and St Nicolas Schools Federation | For the good of all through curiosity, creativity and love

# Year 5 Reading Medium-Term Plan

| Suggested Texts | | | | Key Objectives |
|---|---|---|---|---|
| Class Novel | The Iron Man (Ted Hughes)<br>Journey to the river sea (Eva Ibbotson)<br>Oliver Twist | Skellig (David Almond)<br>Treasure Island (Abridged) | There's a boy in the girl's bathroom (Louis Sachar) | **Vocabulary:**<br>Identifying how language contributes to meaning.<br>Discussing their understanding and exploring the meaning of words in context.<br><br>**Inference:**<br>Drawing inferences from characters' feelings, thoughts and motives from their actions.<br>Justifying inferences with evidence.<br><br>**Prediction:**<br>Predicting what might happen from details stated and implied.<br><br>**Explanation:**<br>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.<br><br>**Retrieval:**<br>Asking questions to improve their understanding of a text.<br>Retrieve, record and present information from non-fiction<br><br>**Summary and comparison:**<br>Summarising the main ideas drawn from more than one paragraph.<br>Identifying key details that support the main ideas in a paragraph.<br>Identifying and discussing themes in and across a wide range of writing.<br>Distinguish between statements of fact and opinion.<br>Making comparisons within and across books.<br><br>**Structure:**<br>Identifying how structure and presentation contribute to meaning.<br>Identifying and discussing conventions in and across a wide range of writing.<br><br>**Impact:**<br>Discuss and evaluate how authors use language, including figurative language.<br>Consider the impact language choices have on the reader.<br><br>**Performance and discussion:**<br>Learning a wider range of poetry and preparing poems and plays to read aloud and to perform.<br>Showing an understanding through intonation, tone and volume so the meaning is clear.<br>Participate in discussions about books that are read to them and those themselves.<br>Building on their own and others' ideas and challenging views courteously.<br>Providing reasoned justifications for their views. |
| Fiction | Kensuke's Kingdom (Michael Morpurgo)<br>Little Red Riding Hood (Modern version)<br>Chaperon Rouge<br>Tuesday (David Weisner) | The Wizard of Oz (L. Frank Baum)<br>Story extracts | The Piano (film narrative)<br>Story extracts | |
| Non-fiction | First News<br>Junior Weekly<br>Newspaper Reports<br>NCR on Victorian themes (History) | NCR about space (Science) | Lifecycles (Science)<br>Sunflower propagation (Science) | |
| Poetry and Plays | The Highwayman (Alfred Noyes)<br>Harvest Rock and Roll (Song)<br>Living on a prayer (Music) | Haikus and Limericks<br>Easter play | Circle of Life (song)<br>Fresh Prince of Bel Air (Music) | |
| | Harvest Poems | Y5 Easter Production<br>World Book Day Events | Writing Week | |

# Year 5 Writing Autumn Medium-Term Plan

<table>
<tr><th></th><th>Term 1</th><th>Term 2</th><th>Composition</th></tr>
<tr><td>Narrative</td><td>Novels by significant authors (Kensuke's Kingdom)<br><u>Writing outcome:</u><br>To write a short fantasy story.<br><br><u>Key objectives:</u><br>• introduce characters using action<br>• explore and use synonyms to broaden vocabulary use<br>• use adverbials of place to add detail and build cohesion<br>• use conjunctions to make links and build cohesion<br>• revisit basic punctuation from previous year groups</td><td>Narrative Poetry<br><u>Writing outcome:</u><br>To write a first-person narrative<br><u>Key objectives:</u><br>• begin to build tension in narrative writing<br>• use short simple sentences to build tension<br>• use relative clauses to add further detail<br>• use prepositional phrases to vary sentence structures<br>• secure use of apostrophes for possession<br>• use commas to mark clauses</td><td rowspan="3">Pre-writing and planning<br>- identify the audience and purpose of the writing<br>- note down and develop initial ideas<br>- draw on reading and research where necessary<br>- explore how authors develop characters and settings<br>- identify key stages in a narrative (intro, problem, build-up, climax and resolution)<br>Drafting and writing<br>- select and use grammatical structures and vocabulary to reflect audience and purpose<br>- in narratives, introduce characters using description, action and dialogue<br>- begin to build atmosphere and tension in narratives<br>- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)<br>- use a range of organisational and presentational devices to structure their writing<br>- ensure the consistent and correct use of tense throughout a piece of writing<br>- ensure correct subject and verb agreement when using singular and plural<br>- distinguish between the language of speech and writing and choosing the appropriate register<br>Revising and redrafting<br>- assess the effectiveness of their own/others' writing<br>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>Editing and checking<br>- proofread for spelling and punctuation errors<br>Publishing and presenting<br>- perform their own compositions engaging the audience effectively</td></tr>
<tr><td>Non-narrative</td><td>News Recounts and Formal Reports<br><u>Writing outcome:</u><br>To write a newspaper report linked to a book - Tuesday<br><br><u>Key objectives:</u><br>• use a range of devices to organise/present recounts<br>• use adverbials of time to add detail<br>• recognise modal verbs to indicate degrees of possibility<br>• to develop consistent use of tenses<br>• ensure correct subject and verb agreement<br>• explore different types of sentences</td><td>Non-Chronological Reports<br><u>Writing outcome:</u><br>To write a non-chronological report linked to science topic on space.<br><br><u>Key objectives:</u><br>• use a range of structural/presentational features<br>• use adverbials of time and place to add detail<br>• link ideas across paragraphs using adverbials introduce brackets, dashes and commas for parenthesis</td></tr>
<tr><td colspan="2">Grammatical terminology</td><td>Transcription</td></tr>
<tr><td colspan="2">modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</td><td>Handwriting – based on Pen Pals scheme<br>Spelling – based on Spelling Shed scheme</td></tr>
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# Year 5 Writing Spring Medium-Term Plan

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<tr><th></th><th>Term 1</th><th>Term 2</th><th>Composition</th></tr>
<tr><td>Narrative</td><td>Traditional Tales<br><u>Writing outcome:</u><br>To write a descriptive piece of writing based on a traditional tale.<br><br><u>Key objectives:</u><br>• introduce characters using description<br>• begin to recognise and use relative clauses<br>• use a range of adverbials to add detail<br>• secure use of apostrophes for contraction<br>revisit use of apostrophes for possession</td><td>Older Literature (Wizard of Oz)<br><u>Writing outcome:</u><br>To write a quest narrative inspired by Wizard of Oz.<br><br><u>Key objectives:</u><br>• use description, action or dialogue to introduce characters<br>• use modal verbs to indicate degrees of possibility<br>• use adverbials of time, place and manner to add detail<br>• link ideas across paragraphs using adverbials of time<br>• ensure all speech punctuation is secure</td><td rowspan="3">Pre-writing and planning<br>- identify the audience and purpose of the writing<br>- note down and develop initial ideas<br>- draw on reading and research where necessary<br>- explore how authors develop characters and settings<br>- identify key stages in a narrative (intro, problem, build-up, climax and resolution)<br>Drafting and writing<br>- select and use grammatical structures and vocabulary to reflect audience and purpose<br>- in narratives, introduce characters using description, action and dialogue<br>- begin to build atmosphere and tension in narratives<br>- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)<br>- use a range of organisational and presentational devices to structure their writing<br>- ensure the consistent and correct use of tense throughout a piece of writing<br>- ensure correct subject and verb agreement when using singular and plural<br>- distinguish between the language of speech and writing and choosing the appropriate register<br>Revising and redrafting<br>- assess the effectiveness of their own/others' writing<br>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>Editing and checking<br>- proofread for spelling and punctuation errors<br>Publishing and presenting<br>- perform their own compositions engaging the audience effectively</td></tr>
<tr><td>Non-narrative</td><td>Explanations<br><u>Writing outcome:</u><br>To write an explanation.<br><br><u>Key objectives:</u><br>• use causal conjunctions<br>• use adverbials of time to add detail<br>• recognise and use relative clauses<br>• use brackets, commas and dashes<br>• use a range of organisational/presentational devices</td><td>Instructions (Linked to DT)<br><u>Writing outcome:</u><br>To write instructions for making salsa.<br><br><u>Key objectives:</u><br>• use a range of organisational and presentational devices to structure their writing<br>• use imperative verbs<br>• use adverbs of time and manner</td></tr>
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# Year 5 Writing Summer Medium-Term Plan

| | Term 1 | Term 2 | Composition |
|---|---|---|---|
| Narrative | **Film Narrative**<br>*Writing outcome:*<br>*To write an emotional story.*<br><br>*Key objectives:*<br>• introduce characters using description and action<br>• explore and use synonyms to broaden vocabulary use<br>• use a range of devices to build cohesion<br>• use commas to mark clauses correctly and consistently<br><br>**Play scripts**<br>*Writing outcome:*<br>*To write a playscript based on a well-known story.*<br><br>*Key objectives:*<br>• choose vocabulary for effect and to enhance meaning<br>• secure use of new punctuation taught in Y5<br>• use prepositional phrases to add detail<br>• use a range of organisational and presentational devices to structure their writing | **Discussion**<br>*Writing outcome:*<br>*To write a balanced argument.*<br><br>*Key objectives:*<br>• to identify different perspectives<br>• to gather information from various sources<br>• to use persuasive writing techniques such as persuasive language, rhetorical questions and appeals to logic or emotions<br>• to revise their writing to ensure clarity, coherence and organisation<br>• to understand the importance of considering the audience | **Pre-writing and planning**<br>- identify the audience and purpose of the writing<br>- note down and develop initial ideas<br>- draw on reading and research where necessary<br>- explore how authors develop characters and settings<br>- identify key stages in a narrative (intro, problem, build-up, climax and resolution)<br>**Drafting and writing**<br>- select and use grammatical structures and vocabulary to reflect audience and purpose<br>- in narratives, introduce characters using description, action and dialogue<br>- begin to build atmosphere and tension in narratives<br>- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)<br>- use a range of organisational and presentational devices to structure their writing<br>- ensure the consistent and correct use of tense throughout a piece of writing<br>- ensure correct subject and verb agreement when using singular and plural<br>- distinguish between the language of speech and writing and choosing the appropriate register<br>**Revising and redrafting**<br>- assess the effectiveness of their own/others' writing<br>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>**Editing and checking** |

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<tr><td rowspan="2">Non-narrative</td><td></td><td>Persuasive Writing<br><u>Writing outcome:</u><br>To write a formal letter to parliament linked to conservation.<br><br><u>Key objectives:</u><br>• secure use of new punctuation taught in Y5<br>• use a range of phrases to extend sentences<br>• use a range of sentences for variety and effect<br>• choose vocabulary for effect and to enhance meaning<br>• use a range of presentational features to structure non-fiction writing</td><td rowspan="3">- proofread for spelling and punctuation errors<br>Publishing and presenting<br>- perform their own compositions engaging the audience effectively</td></tr>
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