Year 5 Spoken Language Medium-Term Plan

Key objectives	Possible experiences
Physical • To project their voice to large audience. • For gestures to become increasingly natural. **Linguistic** • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. **Cognitive** • 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'. • To identify when a discussion is going off topic and to be able to bring it back on track **Social and emotional** • Listening for extended periods of time. • To speak with flair and passion.	• Feedback their ideas to a small group. • Explain their methods to a partner. • Take part in a class debate. • Present a school report/learning log to an audience. • Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. • Compering a school talent show or event. • Perform in a school church service. • Discuss their learning with others. • Share their opinions and views about key topics in class. • 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	Beowulf Kensuke	Skellig (David Almond) Wizard of Oz	There's a boy in the girl's bathroom (Louis Sachar)	**Vocabulary:** Identifying how language contributes to meaning. Discussing their understanding and exploring the meaning of words in context. **Inference:** Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence. **Prediction:** Predicting what might happen from details stated and implied. **Explanation:** 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. **Retrieval:** Asking questions to improve their understanding of a text. Retrieve, record and present information from non-fiction **Summary and comparison:** Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas in a paragraph. Identifying and discussing themes in and across a wide range of writing. Distinguish between statements of fact and opinion. Making comparisons within and across books. **Structure:** Identifying how structure and presentation contribute to meaning. Identifying and discussing conventions in and across a wide range of writing. **Impact:** Discuss and evaluate how authors use language, including figurative language. Consider the impact language choices have on the reader. **Performance and discussion:** Learning a wider range of poetry and preparing poems and plays to read aloud and to perform. Showing an understanding through intonation, tone and volume so the meaning is clear. Participate in discussions about books that are read to them and those themselves. Building on their own and others' ideas and challenging views courteously. Providing reasoned justifications for their views.
Fictio	Kensuke's Kingdom (Michael Morpurgo) Little Red Riding Hood (Modern version) Chaperon Rouge Tuesday (David Weisner)	The Wizard of Oz (L. Frank Baum) Story extracts	The Piano (film narrative) Story extracts The Lion, the witch and the wardrobe	
Non-fictio	First News Junior Weekly Newspaper Reports	NCR about space (Science)	Lifecycles (Science) Sunflower propagation (Science)	
Poetry and Plays	Harvest Rock and Roll (Song) Living on a prayer (Music) The Night before Christmas	Haikus and Limericks Easter play	Circle of Life (song) Fresh Prince of Bel Air (Music)	
	Harvest Poems	Y5 Easter Production World Book Day Events	Writing Week	

Year 5 Writing Autumn Medium-Term Plan

<table>
<tr><th>Term 1</th><th>Term 2</th><th>Composition</th></tr>
<tr><td>Novels by significant authors (Kensuke's Kingdom)
<u>Writing outcome:</u>
To write a short fantasy story.

<u>Tier 2 vocabulary:</u> stranded, isolated, survival, communicate, provision, companion, resourceful, mystery, solitude, recover

<u>Key objectives:</u>
• introduce characters using action
• explore and use synonyms to broaden vocabulary use
• use adverbials of place to add detail and build cohesion
• use conjunctions to make links and build cohesion
• revisit basic punctuation from previous year groups</td><td>Traditional Tales
<u>Writing outcome:</u>
To write a descriptive piece of writing based on a traditional tale.

<u>Tier 2 vocabulary:</u> enchanted, timid, cunning, wicked, forest, whispered, timeworn, jinx, narrow, vanish

<u>Key objectives:</u>
• introduce characters using description
• begin to recognise and use relative clauses
• use a range of adverbials to add detail
• secure use of apostrophes for contraction
• revisit use of apostrophes for possession</td><td rowspan="3">Pre-writing and planning
- identify the audience and purpose of the writing
- note down and develop initial ideas
- draw on reading and research where necessary
- explore how authors develop characters and settings
- identify key stages in a narrative (intro, problem, build-up, climax and resolution)
Drafting and writing
- select and use grammatical structures and vocabulary to reflect audience and purpose
- in narratives, introduce characters using description, action and dialogue
- begin to build atmosphere and tension in narratives
- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)
- use a range of organisational and presentational devices to structure their writing
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural
- distinguish between the language of speech and writing and choosing the appropriate register
Revising and redrafting
- assess the effectiveness of their own/others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Editing and checking
- proofread for spelling and punctuation errors
Publishing and presenting
- perform their own compositions engaging the audience effectively</td></tr>
<tr><td>News Recounts and Formal Reports
<u>Writing outcome:</u>
To write a newspaper report linked to a book - Tuesday

<u>Tier 2 vocabulary:</u> incident, investigate, eyewitness, statement, report, proof, unusual, suspect, occur, account

<u>Key objectives:</u>
• use a range of devices to organise/present recounts
• use adverbials of time to add detail
• recognise modal verbs to indicate degrees of possibility
• to develop consistent use of tenses
• ensure correct subject and verb agreement
• explore different types of sentences</td><td>Narrative Poetry
<u>Writing outcome:</u>
To write a narrative based on The Night before Christmas
<u>Tier 2 vocabulary</u> anticipate, peek, flutter, frosty, glimmer, swift, scurry, shimmer, delight, wonderment

<u>Key objectives:</u>
• begin to build tension in narrative writing
• use short simple sentences to build tension
• use relative clauses to add further detail
• use prepositional phrases to vary sentence structures
• secure use of apostrophes for possession
• use commas to mark clauses</td></tr>
<tr><td>Grammatical terminology</td><td>Transcription</td></tr>
<tr><td>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, apostrophe for possession, prepositional phrase</td><td>Handwriting – based on Pen Pals scheme
Spelling – based on Spelling Shed scheme</td></tr>
</table>

Year 5 Writing Spring Medium-Term Plan

Term 1

Non-Chronological Reports

Writing outcome:

To write a non-chronological report linked to science topic on space.

Tier 2 vocabulary: feature, function, purpose, structure, classification, form, behaviour, organise, variation, description

Key objectives:

- use a range of structural/presentational features
- use adverbials of time and place to add detail
- link ideas across paragraphs using adverbials
  introduce brackets, dashes and commas for parenthesis

Explanations

Writing outcome:

To write an explanation.

Tier 2 vocabulary: routine, essential, conditions, *require, supply, hygiene, monitor, provide, ensure, depend*

Key objectives:

- use causal conjunctions
- use adverbials of time to add detail
- recognise and use relative clauses
- use brackets, commas and dashes
- use a range of organisational/presentational devices

Term 2

Older Literature (Wizard of Oz)

Writing outcome:

To write a quest narrative inspired by Wizard of Oz.

Tier 2 vocabulary quest, companions, challenge, squall, route, detect, bravery, desire, struggle, guide

Key objectives:

- use description, action or dialogue to introduce characters
- use modal verbs to indicate degrees of possibility
- use adverbials of time, place and manner to add detail
- link ideas across paragraphs using adverbials of time
- ensure all speech punctuation is secure

Grammatical terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, apostrophe for contraction, apostrophe for possession, adverbial, imperative verb

Transcription

Handwriting – based on Pen Pals scheme
Spelling – based on Spelling Shed scheme

Composition

Pre-writing and planning

- identify the audience and purpose of the writing
- note down and develop initial ideas
- draw on reading and research where necessary
- explore how authors develop characters and settings
- identify key stages in a narrative (intro, problem, build-up, climax and resolution)

Drafting and writing

- select and use grammatical structures and vocabulary to reflect audience and purpose
- in narratives, introduce characters using description, action and dialogue
- begin to build atmosphere and tension in narratives
- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)
- use a range of organisational and presentational devices to structure their writing
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural
- distinguish between the language of speech and writing and choosing the appropriate register

Revising and redrafting

- assess the effectiveness of their own/others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Editing and checking

- proofread for spelling and punctuation errors

Publishing and presenting

- perform their own compositions engaging the audience effectively

Revisiting prior learning Current year's objectives Objectives from future year groups

Year 5 Writing Summer Medium-Term Plan

<table>
<tr><th>Term 1</th><th>Term 2</th><th>Composition</th></tr>
<tr>
<td rowspan="2">Film Narrative
<u>Writing outcome:</u>
To write an emotional story.
<u>Tier 2 vocabulary:</u> longing, regret, optimism, anxiety, recollection, connection, loss, comfort, hushed, unexpected

<u>Key objectives:</u>
• introduce characters using description and action
• explore and use synonyms to broaden vocabulary use
• use a range of devices to build cohesion
• use commas to mark clauses correctly and consistently</td>
<td>Discussion
<u>Writing outcome:</u>
To write a balanced argument.
<u>Tier 2 vocabulary:</u> opinion, debate, support, counter, justify, examine, reasoning, viewpoint, conclude, issue

<u>Key objectives:</u>
• to identify different perspectives
• to gather information from various sources
• to use persuasive writing techniques such as persuasive language, rhetorical questions and appeals to logic or emotions
• to revise their writing to ensure clarity, coherence and organisation to understand the importance of considering the audience</td>
<td rowspan="3">Pre-writing and planning
- identify the audience and purpose of the writing
- note down and develop initial ideas
- draw on reading and research where necessary
- explore how authors develop characters and settings
- identify key stages in a narrative (intro, problem, build-up, climax and resolution)
Drafting and writing
- select and use grammatical structures and vocabulary to reflect audience and purpose
- in narratives, introduce characters using description, action and dialogue
- begin to build atmosphere and tension in narratives
- use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)
- use a range of organisational and presentational devices to structure their writing
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural
- distinguish between the language of speech and writing and choosing the appropriate register
Revising and redrafting
- assess the effectiveness of their own/others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Editing and checking
- proofread for spelling and punctuation errors
Publishing and presenting
- perform their own compositions engaging the audience effectively</td>
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<tr>
<td>Persuasive Writing
<u>Writing outcome:</u>
To write a formal letter to year 6 teachers about where they want to sit.
<u>Tier 2 vocabulary:</u> protect, environment, urgent, solution, impact, future, responsible, preserve, petition, action

<u>Key objectives:</u>
• secure use of new punctuation taught in Y5
• use a range of phrases to extend sentences
• use a range of sentences for variety and effect
• choose vocabulary for effect and to enhance meaning
use a range of presentational features to structure non-fiction writing</td>
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<td>Grammatical terminology</td>
<td>Transcription</td>
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