



English Medium term planning 2024-2025 AT1

Year 5

	Reading 8 weeks	Writing 8 weeks
<p>Core Texts Autumn 1</p> <p>Private Peaceful by Michael Morpurgo</p> <p>Coming to England by Floella Benjamin</p>	<div data-bbox="459 245 685 593" data-label="Image"> </div> <div data-bbox="759 245 990 593" data-label="Image"> </div> <p>As well as these texts, please use a range of other texts to support reading comprehension and other curriculum areas.</p> <p><u>Reading comprehension (statutory requirements):</u></p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes 	<div data-bbox="1413 245 1637 593" data-label="Image"> </div> <p><u>Outcome: Series of diary entries (4 weeks)</u></p> <p>Private Peaceful by Michael Morpurgo</p> <p><i>Set in WW1, the Peaceful brothers, Tommo and Charlie, have a tough rural childhood facing the death of their father, financial hardship and a cruel landlord. Their fierce loyalty to each other pulls them through, until one day they both fall for the same girl. And then the Great War comes.</i></p> <div data-bbox="1476 999 1704 1347" data-label="Image"> </div>

- ☐ 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
 - ☐ identifying and discussing themes and conventions in and across a wide range of writing
 - ☐ making comparisons within and across books
 - ☐ learning a wider range of poetry by heart
 - ☐ 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
- Understand what they read by:**
- ☐ 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

Outcome: Information leaflet about Windrush generation (4 weeks)

Coming to England by Floella Benjamin

Follow ten-year-old Floella as she and her family set sail from the Caribbean to a new life in London. Alone on a huge ship for two weeks, then tumbled into a cold and unfriendly London, coming to England wasn't at all what Floella had expected . . . What will her new school be like? Will she meet the Queen?

End of year outcomes (taken from Islington's Writing Moderation document):

The pupil can, after discussion with the teacher:

Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the Spelling objective for that week is linked to the Spelling homework.

Working towards the expected standard

Transcription: Spelling

- Spell some Year 5/6 spelling words
- Spell words with a range of suffixes e.g. ly, tion, ous

- 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 ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

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

Transcription: Handwriting

- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

- write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
- Organise paragraphs around a theme
- Achieve cohesion by effectively using a range of fronted adverbials
- Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word.

Vocabulary, grammar and punctuation

- Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]

formal presentations and debates,
maintaining a focus on the topic and
using notes where necessary
Provide reasoned justifications for their
views.

- Extend range of sentences by using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- use commas after fronted adverbials

Working at the expected standard

Transcription: Spelling

- Use a range of suffixes or prefixes taught in year 5 (e.g. Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify], Verb prefixes [for example, dis–, de–, mis–, over– and re–])
- Spell some homophones and other words that are confused
- Spell many year 5/6 spelling words

Transcription: Handwriting

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Composition:

- Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

- Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] when needed
- proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words

Vocabulary, grammar and punctuation

- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

		<p><u>Working at greater depth within the expected standard</u></p> <ul style="list-style-type: none"> • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Summarise longer passages when necessary, using precise vocabulary and with the reader in mind. • distinguish between the language of speech and writing and choose the appropriate register • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious
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Year 5/6 spelling words: Accommodate; Accompany; According; Achieve; Aggressive; Amateur; Ancient; Apparent; Appreciate; Attached; Available; Average; Awkward; Bargain; Bruise; Category; Cemetery; Committee; Communicate; Community; Competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (–ped, –ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier; stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht