

Year 5 Medium Term Planning

<p>Handwriting:</p>	<p>Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task.</p>
<p>Spellings</p>	<ul style="list-style-type: none"> • Endings which sound like /ʃəs/ spelt -cious or -tious = Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious. • Endings which sound like /ʃəl/-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency = Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt: <p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p> <ul style="list-style-type: none"> • Words ending in -able and -ible Words ending in -ably and -ibly = The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible): <p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer = The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed: <p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <ul style="list-style-type: none"> • Use of the hyphen = Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one: <p>co-ordinate, re-enter, co-operate, co-own</p>
<p>Speaking and listening</p>	<p>At a level appropriate to Year 5: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 5: ask relevant questions to extend their understanding and knowledge.</p> <p>At a level appropriate to Year 5: use relevant strategies to build their vocabulary.</p> <p>At a level appropriate to Year 5: articulate and justify answers, arguments and opinions.</p> <p>At a level appropriate to Year 5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>At a level appropriate to Year 5: maintain attention and participate actively in collaborative conversations, staying on topic and initiating</p>

		<p>and responding to comments.</p> <p>At a level appropriate to Year 5: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>At a level appropriate to Year 5: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 5: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 5: gain, maintain and monitor the interest of the listener(s).</p> <p>At a level appropriate to Year 5: consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>At a level appropriate to Year 5: select and use appropriate registers for effective communication.</p>						
Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar to be covered	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Aut 1 Assessment and Christmas	Boy in the Tower	Develop the skill of using relative clauses.	Informal language Relative clauses Modal verbs Nouns	Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. Use grammatical terminology for Year 5 understanding linking 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].	Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Beginning to proof-read for spelling and punctuation errors.	Use some prefixes and suffixes and understand the guidance for adding them. Beginning to distinguish between homophones and other words which are often confused. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Beginning to use a thesaurus	Begin to 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. Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary. Beginning to provide reasoned justifications for their views.	Over a series of days write a diary from the point of view of Ade.
	Diary - 1 week	Know how to infer about characters feelings. Know how to plan a diary. (shared write activity) Understand how to draft, redraft to enhance.						

	<p>Flashback/ narrative 2 - week</p>	<p>Develop the skill of using semi-colons, colons and dashes to mark boundaries between independent clauses.</p> <p>Understand the term flashback and how they are created. (see one of the literacy shed clips)</p> <p>Understand the cohesive devices needed to create an effective flashback.</p> <p>Develop the skill of writing a flashback.</p>	<p>Tenses Figurative language Fronted adverbials Semi-colons, dashes and colons Parenthesis Commas for clarity First person.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by beginning to consider how authors have developed characters and settings.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use a thesaurus</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Rewrite of what happened</p> <p>http://www.literacyshed.com/alma.html</p> <p>http://www.literacyshed.com/the-chemists-letter.html</p>
--	---	---	--	--	--	--	---	---

<p>Newspapers 2 - week</p>	<p>Develop the skill of using reported and direct speech.</p> <p>Know how to use modal verbs to show possibility.</p> <p>Understand how to present a report. (sequence and plan)</p> <p>Know how to write a newspaper report.</p>	<p>Dashes Inverted commas Reported speech Past tense Chronological order Modal verbs</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by 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 beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p>	<p>Newspaper report on the destruction of the towers - see Gren' tower London</p> <p>www.telegraph.co.uk how newspapers reacted to Grenfell Tower</p>
<p>Poetry Poetry by heart</p>	<p>Understand what syllables are.</p> <p>Understand how to perform a poem.</p> <p>Know how to write a cinquains.</p> <p>Develop the skill of evaluating performances/poem.</p>	<p>Syllables Synonyms</p>	<p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to consider how authors have developed characters and settings. Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them. Beginning to distinguish between homophones and other words which are often confused. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books</p>	<p>Cinquains</p> <p>www.poetry4kids.com</p> <p>Grenfell Tower poem</p>

					clear.		from other cultures and traditions. Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing. Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart.	
--	--	--	--	--	--------	--	--	--

Aut 2
1 week assessment and Christmas

<p>A monster calls</p> <p>Stories with a familiar setting 3 weeks</p> <p>Grammarsaurus - In the shadows - Year 6</p>	<p>Understand the relationship between characters.</p> <p>Develop the skill of identifying the development of plot</p> <p>Know how to develop mood and suspense.</p> <p>Understand the importance of vocabulary choices.</p> <p>Know how to plan a story.</p> <p>Understand how to write a story and enhance it.</p>	<p>Relative clauses Expanded noun phrases Figurative language Co-ordinating conjunctions Modal verbs Parenthesis Commas for clarity Dialogue to move action forward</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by beginning to consider how authors have developed characters and settings.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use a thesaurus</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	
<p>Discussion 2 weeks</p> <p>Listen to Patrick's interview for the</p>	<p>Know how to infer meaning from phrases.</p> <p>Understand how to discuss opposing views.</p>	<p>Parenthesis Conjunctive adverbs Relative clauses Hyphenated words Emotive language</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to spell some</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a</p>	<p>The interviewer quotes a line from <i>A Monster</i></p>

<p>Guardian Children's Podcast: www.theguardian.com/childrens-books-site/audio/2011/may/05/patrick-ness-childrens-book-monster-podcast.</p> <p>Is youth a double-edged sword?</p> <p>Ext:</p> <p>Is it better to be a child or an adult?</p>	<p><i>(do a conscience alley)</i></p> <p>Understand how to gather evidence to support viewpoints.</p> <p>Know how to use emotive language for effect.</p> <p>Understand how to plan a discussion.</p> <p>Know how to write a discussion.</p> <p>Understand the need to redraft.</p>	<p>Subordinating and coordinating conjunctions</p> <p>Modal verbs</p> <p>Present tense</p> <p>Third person</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p> <p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p> <p>Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to ask questions to improve their understanding.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><i>Calls:</i> "You're only young once, they say, but doesn't it go on for a long time? More years than you can bear." Patrick responds that he thinks "youth is a double-edged sword" - ask pupils to discuss whether or not they agree with this and why.</p>
<p>Letter - informal</p> <p>1 week</p> <p>Chapter - no tale</p>	<p>Understand how to use persuasive language.</p> <p>Develop the skill of writing an informal letter.</p> <p>Develop the skill of writing and redrafting to enhance.</p>	<p>First person</p> <p>Informal tone</p> <p>Cohesion between paragraphs</p> <p>Persuasive language</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p> <p>Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Beginning to use dictionaries to check the</p>	<p>Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what they read by 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.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and</p>	<p>Writing a letter to the monster</p>

				<p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>spelling and meaning of words</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p>	
<p>Spr 1 Week 1 and 3 days</p>	<p>War poems - The Waste land T S Eliot Private Peaceful Goodnight Mr Tom Back Home</p> <p>Narrative poetry/performance</p> <p>Skills:</p> <p>Characters, setting and plot Similes Metaphors Alliteration Sentence variation Ellipsis</p>	<p>Understand the structure and organisation of a narrative poem.</p> <p>Know the different language features used.</p> <p>Develop the skill of setting the scene.</p> <p>Know how to plan a narrative poem.</p> <p>Understand the need for editing and improving.</p> <p>Understand how to evaluate the effectiveness of work.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p> <p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by beginning to consider how authors have developed characters and settings.</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</p> <p>Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart.</p>	<p>Produce a narrative poem to perform based on their findings from</p>	

<p>Week (s) 2-4</p>	<p>War poems - The Waste land T S Eliot Private Peaceful Goodnight Mr Tom Back Home</p> <p>Setting Description</p> <p>Skills:</p> <p>First/ third person Personification Similes Metaphors Onomatopoeia Noun phrases Different sentence openers Synonyms Nouns (Proper) Semicolons to separate two sentences</p>	<p>Develop the skill of inferring feelings/ thoughts and actions.</p> <p>Understand that poems and narrative can produce similar images.</p> <p>Understand the importance of using language to enhance meaning.</p> <p>Develop the skill of using links in paragraphs.</p> <p>Know how to evaluate and improve work.</p> <p>Understand how to use different devices to separate sentences.</p> <p>Understand the planning process.</p> <p>Know that drafting and editing are part of the writing process.</p> <p>Know how to evaluate and edit work.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by beginning to consider how authors have developed characters and settings.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use a thesaurus</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Write a descriptive piece setting the scene for a story set in the war.</p>
<p>Week (s) 5</p>	<p>War poems - The Waste land T S Eliot Private Peaceful Goodnight Mr Tom</p>	<p>Know how to gather notes.</p> <p>Understand how to make inferences and deductions about a character.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish</p>	<p>Begin to participate in discussions about books that are read to them and those they can read for themselves, building</p>	<p>Imagine you are a soldier or mother write about the situation</p>

	<p>Back Home</p> <p>Letters</p> <p>Skills: First person Informal language Structure Paragraphing Links between paragraphs Pronouns Subject verb agreement Parenthesis Adverbials Relative clauses</p>	<p>Develop the skill of writing in the first person.</p> <p>Know how to write an informal letter.</p> <p>Know how to evaluate the effectiveness of my writing and make improvements.</p>	<p>the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>form and using other similar writing as models for their own. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use a thesaurus</p>	<p>on their own and others' ideas and challenging views courteously.</p> <p>Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.</p> <p>Beginning to provide reasoned justifications for their views.</p>	<p>you are in.</p>
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Spr 2 Week (s) 1-2	<p>The Tempest</p> <p>Newspaper report</p> <p>Skills: Newspaper headlines Subheadings Reported speech Dashes/hyphens Present tense Past tense Inverted commas Third person Proper nouns Time conjunctions</p>	<p>Understand how to sequence events.</p> <p>Know how to write a recount</p> <p>Understand how to vary your openers</p> <p>Identify the organisation and structure of newspapers</p> <p>Understand how to use punctuation to mark boundaries in clauses.</p> <p>Know how to create headlines.</p> <p>Know how to use direct and reported speech.</p> <p>Know how to write a newspaper report.</p> <p>Understand how to edit and improve.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p> <p>Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and</p>	<p>Interview one of the cast of characters for a tabloid style magazine like Hello! (have copies of such magazines available for the children to create their pastiche versions)</p>

		Develop the skill of evaluating writing.	<p>clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.	specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
Week (s) 3	<p>The Tempest</p> <p>Play script</p> <p>Skills: Stage directions Colons Organisational features Exclamations/questions Statements/commands etc Spoken language Brackets for action Narration to audience</p>	<p>Develop the skill of identifying play script organisation and structure.</p> <p>Understand how to plan and develop ideas.</p> <p>Know how to draft by using organisational and presentational features.</p> <p>Develop the skill of evaluating, editing and improving.</p> <p>Understand the importance of performing plays.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading</p> <p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p> <p>Evaluate and edit by beginning to propose changes to vocabulary</p> <p>Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them</p> <p>Beginning to spell some words with 'silent' letters</p> <p>Beginning to distinguish between homophones and other words which are often confused</p>	<p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what they read by 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.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	Transfer the tale into a play script.

Week (s) 4-5	The Tempest Letter - persuasion Skills: First person Formal language Structure Present/past and future tense Modal verbs Imperative verbs A range of conjunctions Repetition Statements Rhetorical questions	Know how to identify the differences between tenses. Develop the skill of writing a flashback. Know how to identify misspelt words and make improvements. Understand that inferences can be made about characters' feelings, thoughts and motives. Develop the skill of persuasion. Understand the importance of using persuasive language. Develop the skill of writing a persuasive letter. Understand the importance of language and structure of a persuasive letter. Understand how to evaluate in order to improve their writing.	Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Use grammatical terminology for Year 5 understanding linking 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].	Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.	Use some prefixes and suffixes and understand the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by 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 beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.	Write a letter to persuade Antonio to understand he has been forgiven by Prospero.
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 1	Cosmic Pg 17-30	Know how to make inferences.	Develop their understanding of the concepts set out in English	Plan their writing by beginning to note and	Use some prefixes and suffixes and understand	Maintain positive attitudes to reading and	Write a letter from

<p>Week (s)</p>	<p>Letter - complaint</p> <p>Skills</p>	<p>Understand the term summarise.</p> <p>Know how language, structure and presentation contribute to meaning.</p> <p>Know how to write a letter of complaint.</p> <p>Understand the redrafting process.</p>	<p>Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.</p>	<p>the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>understanding of what they read by beginning to make comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by 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 beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p>	<p>an angry parent about Liam's 'disruptive behaviour'</p>
<p>Week (s)</p>	<p>Cosmic Chapter: My Panda Pop</p> <p>Advertisement</p> <p>Skills</p>	<p>Know how to respond to questions.</p> <p>Develop the skill of presenting a point of view.</p> <p>Know how to write a balanced argument.</p> <p>Understand how to persuade.</p> <p>Develop the skill of drafting.</p> <p>Know how to redraft.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p>	<p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>	<p>Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by 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</p>	<p>Design an advert which is selling Blue Panda Pop.</p>

				Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.	specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.	
Week (s)	Cosmic Throughout the book Instructions/ Explanation Skills	Understand how to write an informal letter. Understand the development of characters. (3 days narrative focus) Know the features of adverts. Know how to present an advert. Develop the skill of creating an article. Understand the organisational features of an explanation. Develop the skill of drafting Know how to edit and improve. Understand how to evaluate their writing.	Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Use grammatical terminology for Year 5 understanding linking 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].	Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Beginning to proof-read for spelling and punctuation errors.	Use some prefixes and suffixes and understand the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Beginning to use dictionaries to check the spelling and meaning of words Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to ask questions to improve their understanding. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Write an explanation text - How to get on with a teenager.
Term/	Unit and	WALTS	Vocabulary, Grammar	Composition	Transcription	Reading	Expected

week	Stimulus/Key texts		and Punctuation				end of unit piece
Sum 2 1 Week (s)	Holes Pg 6-7 and pg 19-38 Character comparison Skills	Know how to summarise. Understand the impact of sentence types on the reader. Develop the skill of gathering characteristics of key characters. Know how to compare two characters. Know how to edit and redraft.	Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. Use grammatical terminology for Year 5 understanding linking 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].	Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to consider how authors have developed characters and settings. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Beginning to proof-read for spelling and punctuation errors.	Use some prefixes and suffixes and understand the guidance for adding them. Beginning to distinguish between homophones and other words which are often confused. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Beginning to use a thesaurus	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning. Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Character profiles on Stanley and Zero look at how the author develops the characters.
2 Week	Holes Chapter 1	Know how to write a diary.	Indicate grammatical and other features by using	Plan their writing by beginning to identify the	Use some prefixes and suffixes and understand	Maintain positive attitudes to reading and	Summarise the mood

(s)	<p>Descriptive setting</p> <p>Skills</p>	<p>Know how to write a short letter.</p> <p>Understand how to make interpretations about a character.</p> <p>Understand how speech tells us about a character.</p> <p>Develop the skill of investigating the author's use of language.</p> <p>Understand how to support views.</p> <p>Know how to set the scene.</p> <p>Understand how to develop the setting.</p> <p>Know how to edit and redraft.</p>	<p>brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by beginning to consider how authors have developed characters and settings.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p>	<p>the guidance for adding them.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use a thesaurus</p>	<p>understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>created in the first chapter - chn write their own descriptive setting using an image</p>
<p>2 Week (s)</p>	<p>Holes Chapter 4 and 5</p> <p>Diary</p> <p>Skills</p>	<p>Understand how to retell events.</p> <p>Know how to write a newspaper report.</p> <p>Understand how to organise a biography.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.</p> <p>Develop their understanding of the concepts set out in English</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to distinguish between homophones and</p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured for a range</p>	<p>Diary entry of the bus journey to the camp and the arrival there</p>

		<p>Develop the skill of writing a biography.</p> <p>Know how to analyse a character.</p> <p>Develop the skill of comparing characters.</p> <p>Know how to plan a diary.</p> <p>Understand how to write a diary.</p> <p>Know how to edit and improve.</p>	<p>Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. Use grammatical terminology for Year 5 understanding linking 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].</p>	<p>similar writing as models for their own. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Beginning to proof-read for spelling and punctuation errors.</p>	<p>other words which are often confused. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Beginning to use a thesaurus</p>	<p>of purposes. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	
<p>2 Week (s)</p>	<p>Holes Chapter 24-25</p> <p>Flashback</p> <p>Skills</p>	<p>Know how to retrieve information from a text.</p> <p>Understand how to explain the effects of a dual narrative.</p> <p>Develop the skill of writing a diary flashback.</p> <p>Understand how to summarise events.</p> <p>Know how to plan a flashback in a story.</p> <p>Understand how to organise a flashback.</p> <p>Develop the skill of using cohesive devices.</p> <p>Know how to edit and improve writing.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. Use grammatical terminology for Year 5 understanding linking ideas across paragraphs</p>	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to consider how authors have developed characters and settings. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by beginning to describe settings, characters and atmosphere and</p>	<p>Use some prefixes and suffixes and understand the guidance for adding them. Beginning to distinguish between homophones and other words which are often confused. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Beginning to use a thesaurus</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>Write a flashback from Stanley at the end of the book to the start reflecting on the journey he has had or of the original incident.</p>

			<p>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].</p>	<p>integrating dialogue to convey character and advance the action in narratives. Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by beginning to use the correct tense throughout a piece of writing. Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Beginning to proof-read for spelling and punctuation errors.</p>		<p>inferences with evidence. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning. Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	
--	--	--	--	---	--	--	--