

Year 5 Medium Term Planning

Year 5	Reading	Writing-Transcription	Writing-Composition	Grammar	Punctuation	Handwriting
Autumn 1	<p>Revise Year 1, 2, 3 and 4 common words.</p> <p>Read words with common suffixes.</p> <p>Read homophones and near homophones.</p>	<p>Revise of the alphabetic code (Sounds-Write)</p> <p>Revise Year 1, 2, 3 and 4 common words.</p> <p>Introduce words from the statutory Year 5 and 6 word list.</p> <p>Revise suffixes: -ing, -ed, -ly.</p> <p>Use knowledge of root and base words to spell related words.</p> <p>Revise suffixes -ous, -ation.</p> <p>Revise homophones and near homophones.</p>	<p>Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) pronoun.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p> <p>To form cursive letters correctly.</p> <p>To write words and sentences with the correct joins between each letter.</p> <p>See Module 6 Letterjoin</p>
Autumn 2	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and understand the meaning of new words they meet.</p> <p>Read words with suffixes and prefixes and understand the guidance for adding them.</p> <p>Read words with suffixes and understand the guidance for adding them.</p>	<p>Spell words from the Year 5 and 6 word list and add prefixes and suffixes to these where appropriate.</p> <p>Revise prefixes dis-, mis-, in-, -inter, super-, anti-, auto-, il-, im-, ir-, re-, sub-.</p> <p>Spell words with endings which sound like /jəs/ spelt -cious or -tious.</p> <p>Spell words with endings which sound like /jəl/ spelt -cial, -tial.</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>			
Spring 1		<p>Spell words from the Year 5 and 6 word list.</p> <p>Spell words ending in -ant, -ance/-ancy.</p> <p>Spell words ending in -ent, -ence, -ency.</p> <p>Spell words ending in -able and -ably.</p> <p>Spell words ending in -ible and -ibly.</p>	<p>Reinforce Autumn objectives plus:</p> <p>Plan their narrative writing by considering how authors have developed characters and settings in the books they have read, listened to or seen performed.</p> <p>Describe settings, characters and atmosphere in narratives and integrate dialogue to convey character and advance the action.</p>	<p>Use the perfect form of verbs to mark relationships of time and clause.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p>	
Spring 2		<p>Spell words from the Year 5 and 6 word list.</p> <p>Add suffixes beginning with vowel letters to words ending -fer.</p> <p>Use a hyphen 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> <p>Spell words with the /i:/ sound spelt <ei> after <c>.</p>	<p>Draft and write by precisising longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Ensure correct subject and verb</p>			

		Spell words containing the letter string -ough.	agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.			
Summer 1		Spell words from the Year 5 and 6 word list. Spell words with silent letters. Spell homophones and other words that are often confused.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Reinforce and consolidate all Autumn and Spring objectives. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	Reinforce and consolidate all Autumn and Spring objectives.	
Summer 2		Spell words from the year 5 and 6 word list. Revisit objectives and secure words from assessment.				
Objectives to be covered throughout the year	<p><u>Spoken Language</u> Pupils should be taught to: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding. Speak audibly and fluently. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints. Select and use appropriate registers for effective communication.</p> <p><u>Word Reading</u> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p><u>Reading- Comprehension</u> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. • reading books that are structured in different ways and reading for a range of purposes. • 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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to improve their understanding. • 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. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact or 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 formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p> <p><u>Writing- Transcription (See Hartlepool Spelling Scheme for further breakdown)</u> 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. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>					

GDS Opportunities	Autumn	Spring	Summer
	<ul style="list-style-type: none"> Independently adapt language choices based on the audience and the intended impact on the reader Write for more than one audience, managing changes in content, features and levels of formality Embed one text-type within another, controlling the writing and maintain the overall purpose Use a wide range of clause structures, sometimes varying their position within a sentence 	<ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting. Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading. 	<ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. Select precise vocabulary and grammatical structures. Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader. Use the full range of punctuation taught correctly and appropriately. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. Develop own success criteria and makes choices on audience and form of writing