



# English Medium Term Plan

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Year 5

## **Year 5 English Medium Term Plan**

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The following document is the medium term plan for Year 5 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 5 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

### ***Handwriting: Pupils should be taught to:***

Handwriting and presentation Pupils should be taught to 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
- choosing the writing implement that is best suited for a task.

### ***Spelling (see English Appendix 1) Pupils should be taught to spell by:***

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- 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.

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***Reading Objectives for each unit should be taught within the English Lessons in addition to guided reading and daily shared reading.*** Guided Reading record sheets have all year group objectives for word reading and comprehension and all children should achieve these within guided/individual reading sessions along with reading in the English Units.

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Genre - Narrative					
Plot Types	<p><b>Write a story where the main character has a flaw</b> Based on the Just So Stories and For The Birds video from Literacy Shed. Cold task – Mr Men Innovate – Just So Invent – For the Birds</p> <p>Introduce the setting Introduce the character's flaw The flaw causes a problem The problem is resolved The character changes/learns a lesson</p>	<p><b>Finding tale</b> Generic structure: Introduce the MC Build up MC goes somewhere and finds something unusual/amazing/important Problem Something goes wrong and it is the fault of the object found Resolution MC has to put object back/throw it away/hide it/call for help/sort it out Ending All is well again and lessons have been learnt.</p> <p>Based on Adventure At Sandy Cove</p>	<p><b>Flashback</b> Plan and write a non-linear story, example flashbacks and parallel narrative where events are portrayed simultaneously.</p> <p>Use War Horse (Spring term topic) Use video clips from Gravity.</p>	<p><b>Write a story ending</b>  Based on War Horse</p>	<p><b>Myths and Legends- Warning Story based on Myths and Legends</b> MC(s) are warned not to do something Build up MC(s) do what they have been warned against Problem Something goes wrong and the MC(s) are in trouble Resolution MC(s) are eventually rescued Ending MC(s) are told off/punished for not listening to the warning.</p>

Year 5 Narrative Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts identifying some themes and conventions</li> <li>• <i>e.g. "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."</i></li> <li>• Identify purpose and viewpoint of texts.</li> <li>• Analyse the structure of narrative with non-linear chronology.</li> <li>• Look at the way that the author signals changes in time and place, reality to</li> </ul>	<ul style="list-style-type: none"> <li>• Express personal opinions about a wide range of texts.</li> <li>• Make comparisons within and across texts.</li> <li>• Ask questions in order to interrogate the text.</li> <li>• Summarise main ideas from more than one paragraph, identifying key details that support ideas.</li> <li>• Make inferences based on textual evidence <i>e.g. read between the lines and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand how writers use language for comic and dramatic effect.</li> <li>• Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters.</li> <li>• Understand how word meanings change when used in different contexts.</li> <li>• Recognise nuances in vocabulary choices.</li> </ul>

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	unreality, e.g. paragraphs and cohesive devices.	<p><i>find evidence for the interpretation.</i></p> <ul style="list-style-type: none"> <li>• Explain inferred meanings drawing on evidence across the text.</li> <li>• Predict from details stated and implied and modify predictions in the light of new evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of effective description which evoke time or place.</li> <li>• Explore author's use of language, e.g. literal and figurative language when describing settings.</li> </ul>
<b>Year 5 Narrative Writing</b>	<b>Sentence Structure and Punctuation</b>	<b>Text Structure and Organisation</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause <i>e.g. <b>She has downloaded some songs, ...I had eaten my lunch...</b></i></li> <li>• Use modal verbs or adverbs, indicating possibility <i>e.g. <b>You should look for your little brother; she couldn't run; what could she do now?</b></i></li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <i>e.g. <b>It was the ice cream van which could be heard from the bottom of the street.</b></i></li> <li>• Use commas to clarify meaning or avoid ambiguity in writing. For example, use commas to list separate a list of actions <i>e.g. <b>They got their ice cream, raced home, burst through the front door and screamed!</b></i> Commas for clarity <i>e.g. <b>I gave a little smile, and began to dance.</b></i> Commas to avoid ambiguity <i>e.g. <b>Let's eat Grandpa... Let's eat, Grandpa.</b></i></li> <li>• Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> </ul>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns, conjunctions and reference chains <i>e.g.</i> <ul style="list-style-type: none"> <li>➤ Adverbials : <b>For a long time; That night; when I walked into the hall; Firstly, During break, After lunch</b></li> <li>➤ Pronouns : <b>everyone, the children, it was, I knew this by, He told us</b></li> <li>➤ Repetition of vocabulary</li> <li>➤ Reference chains : <b>the village; houses; street</b></li> </ul> </li> <li>• Use a wide range of presentational and organisational devices to structure text. Use flashbacks and non-linear text structure <i>e.g.</i> parallel stories</li> <li>• Use mixed text types in writing for a variety of purposes <i>e.g. instructions written for a giant.</i></li> <li>• Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place, number or tense choices.</i></li> <li>• Use dialogue to convey character and advance the action <i>e.g. <b>"Lauren, I have just received a phone call from work, because we need</b></i></li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate vocabulary to enhance meaning or emphasis in narrative <i>e.g. <b>The dragon trundled down the path.</b></i></li> <li>• Use descriptive language in order to create setting and create a particular comic or dramatic effect <i>e.g. <b>It was a glorious sunny day; the birds were signing sweetly and everyone was playing outside their houses.</b></i></li> <li>• Use expanded noun phrases to convey complicated information concisely <i>e.g. <b>Underneath the dense forest canopy...</b></i></li> <li>• Take an interest in, enjoy and explore new vocabulary in order to support their writing.</li> <li>• Use figurative language to develop setting, character and atmosphere <i>e.g. <b>Barnie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls.</b></i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Use brackets, dashes, to indicate parenthesis.</li> </ul>	<p><i>to go to Antarctica so I can report the weather!"</i></p>	
<p><b>Writing Composition</b></p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>		
<p><b>Opportunities for Poetry</b></p>	<p>Narrative poetry – The Highwayman Poetry about a North American blue jay (linked to the Just So Stories)</p>		

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### Genre - Recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain

Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...);</li> <li>▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...);</li> <li>▪ Some additional detail about each event (It was freezing and wet.);</li> <li>▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.)</li> </ul> <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> <li>▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the trench and I suddenly hear artillery fire!).</li> <li>▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling).</li> <li>▪ Personal recounts are common (first person: I was thinking about my family).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include.</li> <li>▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest).</li> <li>▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?</li> <li>▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</li> </ul>

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<p><b>Unit/T4W: Dukeshouse Wood (Autumn term)</b>  <b>Model/Key Text: Previous examples of children's work</b>  <b>Cross Curricular Application: Write letters as a soldier in WW1.</b>  <b>Other Key Texts: Other children's examples, War Boy</b></p> <p><b>Diary – diary from Dukeshouse Wood.</b></p> <ul style="list-style-type: none"> <li>- <b>Diary as Torak Wolf Brother.</b></li> <li>- <b>Topic: diary as a Tudor settler.</b></li> </ul>		<p><b>Other potential opportunities to practise recounts:</b></p> <ul style="list-style-type: none"> <li>- <b>Recount the Highwayman from 2 different perspectives</b></li> <li>- <b>Recount trip to Oriental Museum</b></li> </ul>	
<p><b>Year 5 Recount Reading</b></p>	<p><b>Themes and Conventions</b></p>	<p><b>Comprehension and Inference</b></p>	<p><b>Language for Effect</b></p>
	<ul style="list-style-type: none"> <li>• Make comparisons within and across different recount texts identifying some themes, features and conventions</li> <li>• Identify purpose and viewpoint of different recount texts</li> </ul>	<ul style="list-style-type: none"> <li>• Express personal opinions about a wide range of texts</li> <li>• Make comparisons within and across texts</li> <li>• Identify and discuss the significance of recount texts that are structured in different ways and for different purposes</li> <li>• Ask questions in order to interrogate the text</li> <li>• Summarise main ideas from more than one paragraph, identifying key details that support the main ideas</li> <li>• Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i></li> <li>• Explain inferred meanings drawing on evidence across the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and comment on formal and informal language</li> <li>• Understand how writers use language for comic and dramatic effect</li> <li>• Understand how word meanings change when used in different contexts</li> <li>• Recognise nuances in vocabulary choices</li> </ul>



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		<ul style="list-style-type: none"> <li>• Predict from details stated and implied and modify predictions in the light of new evidence</li> </ul>	
<b>Year 5 Recount Writing</b>	<b>Sentence Structure and Punctuation</b>	<b>Text Structure and Organisation</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>• Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view of influential quote.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. For example, experiment with omitting the additional, non-restrictive detail (in the form of a relative clause) from recounts and consider the effect on engaging the reader e.g. <b>we were allowed to use...</b></li> <li>• Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</li> <li>• Use brackets, dashes, and commas to indicate parenthesis, for example             <ul style="list-style-type: none"> <li>➢ Explore how dashes are less commonly used in more formal texts</li> <li>➢ Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader</li> </ul> </li> <li>• Explore the balance of long, complicated sentence constructions within recounts, compared with shorter, simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Write recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</li> <li>• Build cohesion within a paragraph, for example, <i>then, after that, this firstly</i>. Use pronouns to create cohesion e.g. <b>a man dressed in linen; Gary; the man; he</b></li> <li>• Use a wide range of presentational and organisational devices to structure text e.g. Use the opening paragraph to engage the reader and create a sense of intrigue e.g. <b>When I walked into the hall, I turned my head and saw the most peculiar sight...</b></li> <li>• Use mixed text types in writing for a variety of purposes e.g. <i>a persuasive letter, instructions written for a giant</i></li> <li>• Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices e.g. When I walked into the hall.. During the break... At the very end...</i></li> <li>• Writing is effectively controlled across texts e.g. <i>closings refer back to openings and the reader is engaged.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of personal versus impersonal writing and decide when each is appropriate. For example, use adverbs to emphasise the writer's voice and opinions e.g. <b>Fortunately, I was chosen to read out one of the scripts....</b></li> <li>• Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout e.g. <b>definitely worth a visit... a thrill...interesting stroll...</b></li> <li>• Use expanded noun phrases to convey complicated information concisely e.g. <b>I came across a dirty skeleton in a cage in public view..... such a horrifying object in a local busy street....</b></li> <li>• Use modal verbs or adverbs, indicating possibility e.g. <b>The ride may be too scary for little children....</b></li> <li>• Integrate dialogue to convey character and advance the action e.g. In a newspaper report use quotations from eye witnesses to help convey character; <i>"I swear that my beady eyes were watching him like a hawk"</i></li> </ul>

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	<p>constructions, noting the need for both e.g.</p> <ul style="list-style-type: none"> <li>➤ Explore the use of short, simple sentences to summarise; orientate the reader; dramatic effect</li> <li>➤ Explore the use of longer, complex sentences to convey complex information.</li> </ul>		
<b>Writing Composition</b>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>		
<b>Opportunities for Poetry</b>	<p>Dada poems. Applied free verse poem about no man's land.</p>		

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### Genre - Persuasion

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>▪ An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.)</li> <li>▪ Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am always kind, hep others and make good choices.)</li> <li>▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... I am sure that you would agree.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written in simple present tense.</li> <li>▪ Often refers to generic rather than specific participants (Being helpful is really important...).</li> <li>▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...).</li> <li>▪ Tends to move from general to specific when key points are being presented. (I am very helpful. I tidy my room, wash the dishes and help out with my baby brother.)</li> <li>▪ Use of rhetorical questions. (Do you want to know more? So what do you have to do to?)</li> <li>▪ Text is often combined with other media to emotively enhance an aspect of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decide on the viewpoint you want to present and carefully select the information that supports it.</li> <li>▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</li> <li>▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.</li> <li>▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</li> <li>▪ Try to appear reasonable and use facts rather than emotive comments.</li> <li>▪ Choose strong, positive words and phrases and avoid sounding negative.</li> <li>▪ Use short sentences for emphasis.</li> <li>▪ Use techniques to get the reader on your side:               <ul style="list-style-type: none"> <li>➤ address them directly (Let me tell you all the reasons why I must be on the nice list.);</li> <li>➤ adopt a friendly and informal tone;</li> <li>➤ use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother);</li> <li>➤ use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.)</li> </ul> </li> <li>▪ Re-read the text as if you have no opinion and decide if you would be persuaded.</li> <li>▪ Remember that you can use persuasive writing within other text types.</li> </ul>

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<p><b>Unit/T4W: Leaflet for Oriental museum using different levels of formality;</b>  <b>Model/Key Text: examples of leaflets</b>  <b>Cross Curricular Application: write a leaflet persuading people to come to an oriental museum in Sunderland.</b>  <b>Other Key Texts:</b></p>		<p><b>Unit/T4W: write a persuasive letter/job application</b>  <b>Model/Key Text: Theseus and the minotaur</b>  <b>Cross Curricular Application: Ancient Greece</b>  <b>Other Key Texts: other myths</b></p>	
<p><b>Year 5 Persuasive Reading</b></p>	<p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across different persuasive texts identifying some themes and conventions</li> <li>• Identify viewpoint of different persuasive texts.</li> <li>• Identify and discuss the significance of persuasive texts that are structured in different ways.</li> </ul>	<p><b>Comprehension and Inference</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across texts</li> <li>• Ask questions in order to interrogate the text</li> <li>• Summarise main ideas from more than one paragraph, identifying key details that support the main ideas</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them</li> <li>• Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation.</li> </ul>	<p><b>Language for Effect</b></p> <ul style="list-style-type: none"> <li>• Understand how writers use language for persuasive and dramatic effect</li> <li>• Understand how word meanings change when used in different contexts</li> <li>• Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader</li> <li>• Recognise nuances in vocabulary choices</li> </ul>
	<p><b>Sentence Structure and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs or adverbs, indicating possibility e.g. <ul style="list-style-type: none"> <li>➢ Explore the use of adverbs of possibility and modal verbs in forming rhetorical questions e.g. <b><i>Surely you would not want...? Can you imagine...?</i></b></li> <li>➢ Explore which modal verbs are most commonly used in persuasive writing for example, those that express</li> </ul> </li> </ul>	<p><b>Text Structure and Organisation</b></p> <ul style="list-style-type: none"> <li>• Build cohesion within a paragraph e.g. use of pronouns and conjunctions e.g., <b><i>then after that, this, firstly</i></b></li> <li>• Use a wide range of presentational and organisational devices to structure text.</li> <li>• Use mixed text types e.g. combine persuasion with other text types such as instructions, discussion and explanation.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Select appropriate vocabulary to persuade e.g. <ul style="list-style-type: none"> <li>➢ use of deliberate ambiguities e.g. <b><i>probably the best ... in the world, ...believed to cure all known illnesses..., the professional's choice...(through the use of vague nouns)</i></b></li> </ul> </li> </ul>
<p><b>Year 5 Persuasive Writing</b></p>			

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	<p>certainty and offer a promise or commitment (<i>must can, will</i>) e.g. <b><i>Not only can you enjoy the beautiful view but you can feed the ducks or do a spot of fishing...</i></b></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g.             <ul style="list-style-type: none"> <li>➤ Investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, <b><i>The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</i></b></li> <li>➤ Experiment with removing relative clauses from example texts and consider the effect</li> </ul> </li> <li>• Use dashes to mark the boundary between independent clauses e.g. <b><i>It has four parts to it – a learning pool, a diving pool, a baby pool and two slides – the big slide is awesome for older children...</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices.</i></li> <li>• Writing is effectively controlled across texts e.g. <i>closings refer back to openings.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ words and phrases, e.g. <b><i>surely, it wouldn't be very difficult...</i></b></li> <li>➤ persuasive definitions, e.g. <b><i>no one but a complete idiot...</i></b></li> <li>➤ rhetorical questions, e.g. <b><i>are we expected to...?, where will future audiences come from...?</i></b></li> <li>➤ Use techniques such as pandering, condescension, concession, e.g. <b><i>Naturally, it takes time for local residents...</i></b></li> <li>➤ Use expanded noun phrases to convey persuasive information concisely e.g. <b><i>not a single person..., every right-thinking person would .... The real truth is</i></b></li> </ul>
<p><b>Writing Composition</b></p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>		

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	<ul style="list-style-type: none"><li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>○ précising longer passages</li><li>○ using a wide range of devices to build cohesion within and across paragraphs</li><li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>○ assessing the effectiveness of their own and others' writing</li><li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proof-read for spelling and punctuation errors</p>
<b>Opportunities for Poetry</b>	Greek myth poetry

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Genre – Non-Chronological Report		
<p>Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.</p>		
<p><b>Purpose:</b>            To provide detailed information about the way things are or were.            To help readers/listeners understand what is being described by organising or categorising information.</p>		
Generic structure	Language features	Knowledge for the writer
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a <b>logical structure</b>. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> <li>▪ an opening statement, often a general classification (Sparrows are birds);</li> <li>▪ sometimes followed by a more detailed or technical classification (Their Latin name is...);</li> <li>▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:               <ul style="list-style-type: none"> <li>➤ its qualities (Like most birds, sparrows have feathers.);</li> <li>➤ its parts and their functions (The beak is small and strong so that it can ...);</li> <li>➤ its habits/behaviour/ uses (Sparrows nest in ...).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.)</li> <li>▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.)</li> <li>▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)</li> <li>▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).</li> <li>▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)</li> <li>▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.</li> <li>▪ Gather information from a wide range of sources and collect it under the headings you've planned.</li> <li>▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?).</li> <li>▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.</li> <li>▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information.</li> <li>▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog).</li> <li>▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Use other text-types within your report if they will make it more effective for your purpose and audience.</li> </ul>
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<p><b>Unit/T4W:</b> This unit is covered through cross-curricular links, building upon Year 4 Talk 4 Writing on musical instruments.</p> <p><b>Model/Key Text:</b> Examples of children’s work.</p> <p><b>Cross Curricular Application:</b> Ancient Egypt Gods, WW1 equipment (stimulus- World War One day)</p> <p><b>Other Key Texts:</b> War Horse, non-fiction books</p>			
	<b>Themes and Conventions</b>	<b>Comprehension and Inference</b>	<b>Language for Effect</b>
<p><b>Year 5 Non Chronological Reports</b></p> <p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts</li> <li>• Identify purpose and viewpoint of texts including web-based texts and IT texts                             <ul style="list-style-type: none"> <li>• Explore features of multimedia texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Express personal opinions about a wide range of texts</li> <li>• Identify and discuss the significance of texts that are structured in different ways and for different purposes</li> <li>• Ask questions in order to interrogate the text</li> <li>• Summarise main ideas from more than one paragraph, identifying key details that support the main ideas</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation</li> <li>• Explain inferred meanings drawing on evidence across the text/s e.g. “They both show dads in different ways; Sarah’s dad told lies to cover up what he’d done and the dad in the other story was the opposite; he always told the truth even though he’d go to jail.”</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how writers develop an impersonal style</li> <li>• Understand how word meanings change when used in different contexts</li> </ul>



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Year 5 Non chronological Report Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> <li>• Use adverbs, indicating possibility e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a “get-out clause” for the writer, for example, <b>usually, commonly, mostly</b>)</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <i>e.g.</i> <ul style="list-style-type: none"> <li>➢ Explore how noun phrases are most commonly expanded using the pronouns “which” and “that” in non-chronological reports, for example, <b><i>They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar...</i></b></li> <li>➢ Explore the impact on clarity when these relative clauses are omitted.</li> </ul> </li> <li>• Use commas and dashes to indicate parenthesis e.g.           <ul style="list-style-type: none"> <li>➢ <i>Explore when commas are used to parenthesise relative clauses and when they are not</i></li> <li>➢ <i>Begin to consider the difference between “restrictive” (parenthesised) and “non-restrictive” (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Build cohesion within a paragraph e.g. <i>through repetition of key words and phrases, pronouns, using synonyms, transitional words e.g. <b>however, therefore, in addition, also, but, moreover</b></i></li> <li>• Use a logical structure, grouping information from the general to more specific detail with examples and elaborations</li> <li>• Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place, number or tense choices</i></li> <li>• Writing is effectively controlled across texts <i>e.g. closings refer back to openings</i></li> <li>• Use a wide range of presentational and organisational devices to structure text e.g. <i>hyperlinks, tables, diagrams and images</i></li> <li>• Make links with the reader e.g. asking questions <b><i>Have you ever heard of a Hammerhead shark?</i></b> or adding a personal touch to the text, <b><i>So next time you choose a pet, think about getting a dog.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate vocabulary to create a more personal style in some reports and use this in their writing when appropriate e.g. <b><i>So next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man’s best friend.</i></b></li> <li>• Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</li> <li>• Use technical language <i>e.g. <b>In 1066 William became King of England ...the forest canopy</b></i></li> <li>• Use fronted adverbials e.g. collect and use a range of adverbials that be can be used to draw similarities and differences, e.g. <b><i>Unlike other insects, ..., Whereas bumble bees..., honey bees..., As well as honeybees, ...</i></b></li> <li>• Use language of comparison and contrast e.g. <b><i>Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear’s nose is as black as a piece of coal.</i></b></li> </ul>

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	<ul style="list-style-type: none"> <li>• Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash / comma instead and draw generalisations from this.</li> </ul>		
<p><b>Writing Composition</b></p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>		
<p><b>Opportunities for poetry</b></p>	<p>Covered in Guided Reading</p>		

## Year 5 English Medium Term Plan

### Genre - Discussion

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>▪ The most common structure includes:</li> <li>▪ a statement of the issues involved and a preview of the main arguments;</li> <li>▪ arguments for, with supporting evidence/examples;</li> <li>▪ arguments against or alternative views, with supporting evidence/examples.</li>   <li>▪ Another common structure presents the arguments 'for' and 'against' alternatively.</li>   <li>▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written in simple present tense.</li> <li>▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing).</li> <li>▪ Uses connectives (for example, therefore, however).</li> <li>▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...)</li> <li>▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questions often make good titles. (Should animals be kept in zoos?)</li> <li>▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.)</li> <li>▪ Make sure you show both/all sides of the argument fairly.</li> <li>▪ Support each viewpoint you present with reasons and evidence.</li> <li>▪ If you opt to support one particular view in the conclusion, give reasons for your decision.</li> <li>▪ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.</li> </ul>

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<p><b>Unit/T4W : discussion text- to edit and refine a balanced discussion presenting 2 sides of an argument.</b></p> <p><b>Model/Key Text: The Highwayman</b></p> <p><b>Cross Curricular Opportunities: Use various events in Wolf Brother to discuss. Link to N America- should Pocahontas have travelled to England to support the idea of colonisation?</b></p> <p><b>Other Key Texts:</b></p>			
<b>Year 5 Discussion Reading</b>	<b>Themes and Conventions</b>	<b>Comprehension and Inference</b>	<b>Language for Effect</b>
	<ul style="list-style-type: none"> <li>• Make comparisons within and across different discussion texts</li> <li>• Identify viewpoint across texts</li> <li>• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>• Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the significance of texts that are structured in different ways and for different purposes</li> <li>• Ask questions in order to interrogate the text</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhetorical devices <i>e.g. those used to argue, persuade, mislead and sway the reader</i></li> <li>• Recognise nuances in vocabulary choices</li> </ul>
<b>Year 5 Discussion Writing</b>	<b>Sentence Structure and Punctuation</b>	<b>Text Structure and Organisation</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. E.g. follow generic statements with more specific examples, for example, <b><i>“the bear, which is killing all living things, will not be stopped.”</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Build cohesion within a paragraph ,for example, <i>then, after that, this firstly</i> e.g. build on the range of connecting adverbs / adverbials used in year 4 to present further justification of a point of view, for example, <b><i>moreover, besides which, additionally, similarly, on the other hand, many people believe, having considered all the arguments, furthermore</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of personal versus impersonal writing and decide when each is appropriate. E.g. using a formal tone apart from the final paragraph which is personal to give own opinion</li> <li>• Consistently use words and phrases that support the overall viewpoints of the discussion e.g. a positive viewpoint will use</li> </ul>

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	<ul style="list-style-type: none"> <li>Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> </ul> <p><b><i>“As well as this, he had the urge to howl; this is more evidence that he is part wolf.”</i></b></p>	<ul style="list-style-type: none"> <li>Use a wide range of presentational and organisational devices to structure text.</li> <li>Structure includes statement of the issues plus a preview of the main arguments; arguments for, plus supporting evidence; arguments against [or alternative view(s)], plus supporting evidence [a variant would be arguments and counter-arguments presented alternatively, one point at a time]; recommendation – summary and conclusion</li> <li>Use mixed text types in writing for a variety of purposes <i>e.g.</i> recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose</li> <li>Writing is effectively controlled across texts <i>e.g.</i> closings refer back to openings. Conclusion links back to and answers original question.</li> </ul>	<p>positive vocabulary, negative viewpoint will use negative vocabulary.</p> <ul style="list-style-type: none"> <li>Use modal verbs or adverbs, indicating possibility <i>perhaps, surely e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, “Many people believe that Torak should have killed the wolf... So he would not have nay energy left”</i> Make views sound more reasonable through use of modal verbs and words such as <b>often, usually</b></li> </ul>
<b>Writing Composition</b>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing</li> </ul>		

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	<ul style="list-style-type: none"><li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proof-read for spelling and punctuation errors</p>
<b>Opportunities for Poetry</b>	Covered in Guided Reading and class reading

## Year 5 English Medium Term Plan

### Genre - Explanatory Text

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.)</li><li>▪ The steps or phases in a process are explained logically, in order. (<b>When</b> the nights get longer ... <b>because</b> the temperature begins to drop ... <b>so</b> the meerkat looks for a safe place to hide.)</li></ul> | <ul style="list-style-type: none"><li>▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.)</li><li>▪ Use of temporal connectives, e.g. first, then, after that, finally.</li><li>▪ Use of causal connectives, e.g. so, because of this.</li></ul> | <ul style="list-style-type: none"><li>▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?)</li><li>▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.</li><li>▪ Use the first paragraph to introduce what you will be explaining.</li><li>▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</li><li>▪ Add a few interesting details.</li><li>▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...).</li><li>▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information.</li><li>▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.</li></ul> |
|---|--|---|

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Unit/T4W: Explanation about the sun, moon and the Earth Model/Key Text: Cross Curricular Opportunities: link to Space (Science)			
<b>Year 5 Explanation Reading</b>	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make comparisons within and across texts</li> <li><input type="checkbox"/> Identify the purpose of different parts of the texts and different features</li> <li>• Identify and discuss the significance of texts that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them.</li> <li><input type="checkbox"/> Ask questions in order to interrogate the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how word meanings change when used in different contexts</li> <li><input type="checkbox"/> Recognise rhetorical devices</li> </ul>
<b>Year 5 Explanation Writing</b>	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g. use relative clauses to add an extra layer of information, for example, <b><i>Darwin, a famous evolutionist, studied the lifecycles of many animals.</i></b></li> <li>• Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</li> </ul>	<ul style="list-style-type: none"> <li>• Build cohesion within a paragraph for example, <b><i>then, after that, this firstly</i></b></li> <li>• Link ideas across paragraphs using adverbials of time, place and number or tense choices e.g. <b><i>When water falls back to earth as precipitation,.....</i></b></li> <li>▪ Use a wide range of presentational and organisational devices to structure text e.g. plan and write a page for a reference book including diagrams, photographs, captions, flowcharts, glossary of terms and use of concise information and facts.</li> <li>• Adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technical language in the context of the explanation e.g. <b><i>The water cycle involves the exchange of energy, which leads to temperature changes. For instance, when water evaporates, it takes up energy from its surroundings and cools the environment. When it condenses .....</i></b></li> <li>• Use an impersonal style and ensure formality is appropriate.</li> </ul>
<b>Writing Composition</b>	Pupils should be taught to: Plan their writing by:		



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	<ul style="list-style-type: none"><li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>○ noting and developing initial ideas, drawing on reading and research where necessary</li><li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>○ précising longer passages</li><li>○ using a wide range of devices to build cohesion within and across paragraphs</li><li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>○ assessing the effectiveness of their own and others' writing</li><li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proof-read for spelling and punctuation errors</p>
<b>Opportunities for Poetry</b>	TBC

## Year 5 English Medium Term Plan

### Genre - Instructional Texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>▪ Begin by defining the goal or desired outcome. (How to catch a dragon.)</li> <li>▪ List any material or equipment needed, in order.</li> <li>▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.</li> <li>▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of imperative verbs (commands), e.g. <b>Raise</b> your sword ... <b>Jump</b> on your trusty steed ...</li> <li>▪ Instructions may include negative commands. (Do not use a princess as bait.)</li> <li>▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swap your climbing shoes for some swimming trunks).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the title to show what the instructions are about. (How to catch a dragon.)</li> <li>▪ Work out exactly what sequence is needed to achieve the planned goal.</li> <li>▪ Decide on the important points you need to include at each stage.</li> <li>▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty steed.</li> <li>▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step.</li> <li>▪ Keep sentences as short and simple as possible.</li> <li>▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.</li> <li>▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.)</li> <li>▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.)</li> <li>▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible.</li> <li>▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</li> </ul>

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<b>Unit/T4W: mummification</b> <b>Model/Key Text: detailed instructions</b> <b>Cross Curricular Opportunities: Ancient Egypt- trip to museum</b> <b>Other Key Texts: other examples of instructions</b>			
<b>Year 5 Instructions Reading</b>	<b>Themes and Conventions</b>	<b>Comprehension and Inference</b>	<b>Language for Effect</b>
	<ul style="list-style-type: none"> <li>• Make comparisons within and across different procedural texts identifying some themes, features and conventions.</li> <li>• Comment on the purpose of different features and how they impact on the reader.</li> <li>• Compare instructions in terms of audience, purpose, form, structure and language features.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts.</li> <li>• Identify and discuss the significance of instructional texts that are structured in different ways.</li> <li>• Ask questions in order to interrogate the text.</li> <li>• Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how writers use language to instruct.</li> <li>• Recognise rhetorical devices <i>in instructional texts</i></li> <li>• Evaluate sets of instruction for purpose, organisation, and layout, clarity and usefulness.</li> </ul>
<b>Year Instructions Writing</b>	<b>Sentence Structure and Punctuation</b>	<b>Text Structure and Organisation</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g. Use a relative clause that modifies the noun phrase <b><i>Before starting, collect all the utensils, making sure that the Canopic jars don't drop because they are valuable jars <u>that can give severe injuries.</u></i></b></li> <li>• Use commas to clarify meaning or avoid ambiguity in writing e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Build cohesion within a paragraph e.g. <i>use of pronouns and conjunctions, repetition of key words and phrases, transitional word.</i></li> <li>• Use a wide range of presentational and organisational devices to structure text e.g. make diagrams or illustrations integral and take the place of some text e.g. <b><i>Diagram B shows you how to connect the wires...</i></b></li> <li>• Use mixed text types in writing for a variety of purposes e.g. <i>instructions written for a giant</i>, use procedural texts within other text types when you need a set of rules, guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use technical language linked to the context of the instructions e.g. <b><i>canopic jar; natron salt; amulets</i></b></li> <li>• Carefully select vocabulary for clarity. For example use adverbs to qualify the imperative verb advising the reader on how to undertake the actions e.g. <b><i>carefully place the body on a sacred table ...thoroughly wash the body ...</i></b></li> <li>• Use language to appeal directly to the reader's interest and enthusiasm e.g. <b><i>You will really enjoy this game. Why not</i></b></li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Identify effective examples of instructions and use these to study the nature of the sentence construction used</li> <li>➤ Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</li> <li>➤ Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps</li> <li>➤ Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction</li> </ul> <ul style="list-style-type: none"> <li>• Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> <li>• Use brackets, dashes, to indicate parenthesis.</li> </ul>	<p>or instructions to make something really clear for the reader.</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place, number or tense choices</i></li> <li>• Use non-linear text structures e.g. enable the reader to make choices on which instruction they need to follow next depending on purpose.</li> <li>• Include a final evaluative statement to wrap up the process. <b><i>E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.</i></b></li> </ul>	<p><b><i>try out this delicious recipe on your friends? Only one more thing left to do now...</i></b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely and to add detail e.g. <b><i>a coffin painted with a face....</i></b></li> </ul>
<p><b>Writing Composition</b></p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précisising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> </ul>		

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	<ul style="list-style-type: none"><li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>○ assessing the effectiveness of their own and others' writing</li><li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proof-read for spelling and punctuation errors</p>
<b>Opportunities for Poetry</b>	Covered in Guided Reading