**English Medium Term Planning- Year 5 Autumn Term**

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| **Text** | **Objectives** | **Genre** | **Time** |
| *Gorilla* by Anthony Browne(Write stuff unit) | * In writing narratives, to describe settings, characters and atmosphere and to integrate dialogue to convey character and advance the action.
* To use a wide range of devices to build cohesion within and across paragraphs.
* To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* To propose changes to vocabulary to enhance effects and clarify meaning.
* To use relative clauses beginning with who, which, where, why, whose, that or with an implied relative pronoun.
* To use commas to clarify meaning or avoid ambiguity in writing.
* To use expanded noun phrases to convey complicated information concisely.
* To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
* To ensure the consistent and correct use of tense throughout a piece of writing.
* To assess the effectiveness of their own and others’ writing.
 | Fiction/outcome: short story | 3 weeks  |
| Balanced report – zoos: prison or paradise? | * To distinguish between statements of fact and opinion.
* To ask questions to improve their understanding.
* To retrieve, record and present information from non-fiction.
* To note and develop initial ideas, drawing on reading and research if necessary.
* To ask questions to improve their understanding of what they have read.
* To précis longer passages.
* To use modal verbs or adverbs to indicate degrees of possibility.
* To use further organisational and presentational devices to structure text.
* To identify and discuss themes and conventions in and across a range of writing.
* To provide reasoned justifications for their views.
* To identify the audience for and purpose of the writing, selecting the appropriate form and using other writing as models for their own.
* To use dictionaries to check the spelling and meaning of words.
* To use 3 or 4 letters of a word to check spelling and/or meaning in a dictionary.
 | Non-fiction/outcome:argument | 3 weeks |
| *The Lost Thing* Shaun Tan | * To note and develop initial ideas, drawing on reading and research if necessary.
* To make comparisons within and across books.
* To read books that are structured in different ways and for a range of purposes.
* To use a wide range of devices to build cohesion within and across paragraphs.
* To use further organisational and presentational devices to structure text.
* To use commas to clarify meaning or avoid ambiguity in writing.
* To punctuate bullet points consistently.
* To use a colon to introduce a list.
 | fiction/ outcome: explanation | 2 weeks |
| *A Christmas Carol*, abridged, Charles Dickens (BBC Schools radio) | * To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.
* To discuss and evaluate how authors use language and the impact on the reader.
* To ask questions to improve their understanding of what they have read.
* To use modal verbs or adverbs to indicate degrees of possibility.
* To use hyphens to avoid ambiguity.
* To use further organisational and presentational devices to structure text.
* To identify the audience for and purpose of the writing, selecting the appropriate form.
* To use dictionaries to check the spelling and meaning of words.
* To spell some words with ‘silent’ letters.
 | classicfiction/outcome: persuasive letter | 3 weeks |
| *‘Twas the night before Christmas*Clement Clarke Moore | * To learn a wider range of poetry by heart.
* To prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
* To draw inferences and justify these with evidence from the text.
* To discuss and evaluate how authors use language and the impact on the reader.
* To identify how language, structure and presentation contribute to meaning.
* To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.
 | poetry/outcome:performance | 1 week |