**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. | classic  fiction/  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 |