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

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| **Text** | **Objectives** | **Genres** |
| *Race to the Frozen North: The Matthew Henson Story*by Catherine Johnson | **Spoken language:**• Articulate and justify answers• Give well-structured descriptions, explanations and narratives• Participate in discussions, presentations, performances, role play, improvisations and debates• Consider and evaluate different viewpoints**Reading comprehension:**• Draw inferences (characters feelings, thoughts and motives); justify with evidence• Predict from details stated and implied• Summarise main ideas, identifying key details• Identify how language, structure and presentation contribute to meaning• Evaluate author’s language choice• Distinguish between fact and opinion• Participate in discussion about books• Explain and discuss understanding of reading• Provide reasoned justifications for views**Writing composition:**• Note and develop initial ideas, drawing on reading and research• Enhance meaning though selecting appropriate grammar and vocabulary• Describe settings, characters and atmosphere• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors | Diary |
| *The Lost Happy Endings*by Carol Ann Duffy and Jane Ray | **Spoken language:**• Ask relevant questions• Build vocabulary• Give well-structured descriptions, explanations and narratives• 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**Reading comprehension:**• Identify and discuss themes and conventions• Draw inferences (characters’ feelings, thoughts and motives); justify with evidence• Predict from details stated and implied• Summarise main ideas, identifying key details• Identify how language, structure and presentation contribute to meaning• Evaluate authors’ language choice• Participate in discussions about books• Explain and discuss understanding of reading• Provide reasoned justifications for views**Writing composition:**• Enhance meaning though selecting appropriate grammar and vocabulary• Describe settings, characters and atmosphere• Integrate dialogue to convey character and advance the action• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Use consistent and correct tense | Narrative – Traditional Tale |
| *‘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, both to read aloud and to understand the meaning of new words.
 | Performance Poetry |