**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 |