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

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| **Text** | **Objectives** | **Genres** |
| *Arthur and the Golden Rope*by Joe Todd-Stanton | **Spoken language:**• Listen and respond• Ask relevant questions• Build vocabulary• Articulate and justify answers• Give well-structured, descriptions, explanations and narratives• Use spoken language: speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently• Participate in discussions, presentations, performances, role play, improvisations and debates**Reading comprehension:**• Identify and discuss themes and conventions• Make comparisons within and across books• Learn poetry by heart• Check sense, discuss understanding and explore meaning of words in context• Ask questions to improve understanding• Draw inferences (characters’ feelings, thoughts and motives); justify with evidence• Summarise main ideas, identifying key details• Retrieve, record and present information from non-fiction• Explain and discuss understanding of reading**Writing Composition:**• Identify the audience for and purpose of writing• Note and develop initial ideas, drawing on reading and research• Enhance meaning through 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• Proof-read for spelling and punctuation errors• Perform own compositions using appropriate intonation, volume and movement | Narrative – Myths and Legends |
| *Malala’s Magic Pencil*by Malala Yousafzai | **Spoken language:**• Listen and respond• Ask relevant questions• Articulate and justify answers• Maintain attention and participate actively in collaborative conversations• Participate in discussions, presentations, performances, role-play, improvisations and debates• Choose the appropriate register**Reading comprehension:**• Identify and discuss themes and conventions• Ask questions to improve understanding of a text• Draw inferences (characters’ feelings, thoughts and motives); justify with evidence• Predict from details stated and implied• Retrieve, record and present information from non-fiction• Participate in discussions about books**Writing composition:**• Identify the audience for and purpose of writing• Note and develop initial ideas, drawing on reading and research• Enhance meaning through selecting appropriate grammar and vocabulary• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Use consistent and correct tense• Distinguish between the language of speech and writing• Proofread for spelling and punctuation errors | Autobiography |
| VikingKennings & Spells | **Spoken language:**• Ask relevant questions• Use spoken language: speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently• Participate in discussions and performances• Select and use appropriate registers for effective communication**Reading comprehension:**• Read and discuss a wide range of texts• Identify and discuss themes and conventions• Make comparisons• Learn poetry by heart• Prepare poems and plays for performance• Check sense, discuss understanding and explore the meaning of words in context• Identify how language structure and presentation contribute to meaning**Writing composition:**• Identify the audience for and the purpose of writing• Use consistent and correct tense • Distinguish between the language of speech and writing• Choose the appropriate register• Perform own compositions using appropriate intonation, volume and movement | Kennings Poetry |