**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 |
| Viking  Kennings & 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 |