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

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| **Text** | **Objectives** | **Genres** |
| *The Brilliant Deep*  by Kate Messner and Matthew Forsythe | **Spoken language:**   * Listen and respond * Build vocabulary * Give well-structured descriptions, explanations and narratives * Maintain attention and participate actively in collaborative conversations * Speak audibly and fluently * Use Standard English * Participate in discussions, presentations, performances, role-play, improvisations and debates * Consider and evaluate different viewpoints * Select and use appropriate registers for effective communication   **Reading comprehension:**   * Make comparisons within and across books * Check sense, discuss understanding and explore meaning of words in context * Ask questions to improve understanding * Predict from details stated and implied * Identify how language structure and presentation contribute to meaning * Distinguish between fact and opinion * Retrieve, record and present information from non-fiction * Explain and discuss understanding of reading * Provide reasoned justifications for views   **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 * Use organisational and presentational devices to structure texts * Use consistent and correct tense * Distinguish between the language of speech and writing * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | Information Leaflet |
| *Bold and Brave Women from Shakespeare*  By Shakespeare Birthplace Trust | **Spoken language:**  • Participate in discussions, presentations, performances, role-play, improvisations and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others  • Maintain attention and participate actively in collaborative conversations  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Speak audibly and fluently  **Reading comprehension:**  • Identify and discuss themes and conventions  • Make comparisons within and across books  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Summarise main ideas, identifying key details  • Evaluate authors’ language choice  • Provide reasoned justifications for views  **Writing composition:**  • Use consistent and correct tense  • Distinguish between the language of speech and writing  • Choose the appropriate register  • Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading  • Enhance meaning through selecting appropriate grammar and vocabulary  • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • Proofread for spelling and punctuation errors  • Perform own compositions using appropriate intonation, volume and movement | Performance Poetry (Soliloquy) |
| *The Highwayman*  Alfred Noyes | • 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 propose changes to vocabulary to enhance effects and clarify meaning.  • To use further prefixes and suffixes and know the guidelines for adding them.  • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  • To continue to distinguish between homophones and other easily confused words.  • To use a wide range of devices to build cohesion within and across paragraphs.  • To assess the effectiveness of their own and others’ writing.  • 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 learn a wider range of poetry by heart.  • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  • 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 continue to read and discuss a wide range of different types of text.  • To use dictionaries to check the spelling and meaning of words. | Narrative poetry |