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

|  |  |  |
| --- | --- | --- |
| **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 |