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

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| **Text** | **Objectives** | **Genre** | **Time** |
| *Romeo and Juliet* (Marcia Williams version) | * To prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. * To discuss and evaluate how authors use language and the impact on the reader. * To use knowledge of morphology and etymology in spelling and understand that some spellings need to be learned specifically, as listed in Appendix 1. * To use further prefixes and suffixes and know the guidelines for adding them. * To continue to read and discuss a wide range of different types of text. * To participate in discussions about books that they read and listen to building on their own and others’ ideas. * To increase familiarity with a wide range of books * To explain and discuss their understanding of texts. | playscript  outcome: playscript | 3 weeks |
| The Highwayman  Alfred Noyes  (write stuff) | * 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  outcome: short poem | 3 weeks |
| *World’s Worst Children*  David Walliams | * To continue to read and discuss a wide range of different types of text. * To identify and discuss themes and conventions in and across a range of writing. * To make comparisons within and across books. * To recommend books that they have read, giving reasons for their choices. * To summarise the main ideas in more than one paragraph, identifying key details. * 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 draw inferences and justify these with evidence from the text. * To use knowledge of morphology and etymology in spelling and understand that some spellings need to be learned specifically, as listed in Appendix 1. * To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * To ensure correct subject and verb agreement when using singular and plural, distinguishing between speech and writing and choosing the appropriate register. * To use expanded noun phrases to convey complicated information concisely. * To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * To revise all of the handwriting curriculum objectives in Years 5–6. * To choose which shape of a letter to use when given choices and decide, as part of their personal style, whether or not to join specific letters. * To proofread for spelling and punctuation errors. * To assess the effectiveness of their own and others’ writing. | non-chronological report  outcome: newspaper article | 3 weeks |