



Medium Term Plan English Year 5 2019-20

Comprehension – Use when applicable Comprehension Book 3/Nelson International Comprehension, focusing on Comprehension texts which match a genre e.g. Wagon Train to California (Nelson Unit 9) & Robinson Crusoe’s Diary (Unit 13 Book 3) – Recount unit 8 Noisy Neighbours. Significant Authors, Unit 1 - Fantastic Mr Fox. Traditional Stories/ Myths and Legends - Why Tigers Have Stripes (Nelson Unit 10) & The Story of Gelert (Nelson Unit 15)

Grammar and punctuation – Use when applicable Grammar Book 5, focusing on grammar and punctuation points which fit in with the genre for that block e.g. Autobiography - Unit 7 (speech marks) – Recount or Traditional Tales / Unit 11 (past tense verbs)

| Block | Genre | Genre Description | Genre Objectives / Key Skills | |
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| | | | Reading & Writing | Speaking & Listening |
| 1 | Autobiography/ Biography | Children study different types of biographies and autobiographies and accounts of people’s lives. | <ul style="list-style-type: none"> • To identify the features of biographies • To have a clear introduction and closing statement • An opening statement introduces the subject and explain why s/he is known • To use a range of sentence constructions • To use the past tense • To use time conjunctions to link ideas • Use devices to build cohesion, e.g. then, after that, this, firstly • Use adverbials of time and place • To use apostrophes for contraction and possession • To begin to organise writing into paragraphs • To use the 1st or 3rd person appropriately • To include direct and indirect speech, this can include quotations from other sources. • Events are anecdotal in style, rather than a list of facts, to engage the reader | <ul style="list-style-type: none"> • Use and explore different ways to talk about yourself or someone else including in formal and informal contexts • Plan and manage a group task over time using different levels of planning • Use time adverbials in speech |
| Treasure Writing Assessment | | | | |

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| 2 | Traditional Stories, Fables, Myths and Legends | What is it about traditional songs & stories passed on orally over many centuries that make them so memorable? Children distinguish the difference between Myths, Legends and Fables. Children also consider their purpose to explain creation and natural events. | <ul style="list-style-type: none"> • To include an introduction, build-up, climax, resolution and ending • To describe setting and characters clearly and thoroughly • To use adjectives and adverbs to make the writing more descriptive • To use paragraphs to organise the story, knowing when to start a new paragraph. • To accurately use the past and present tense • Use commas to avoid ambiguity | <ul style="list-style-type: none"> • Tell a story using techniques, such as repetition, recap and humour – story maps • Identify different question types and evaluate their impact on the audience • Reflect on how working in role helps to explore complex issues |
| 3 | Persuasive Writing | Children discover the art of persuasion in this block. Starting with I, they distinguish between facts & opinions & make use of persuasive phrases through writing. Children identify the features of persuasive text and persuasive devices in a debate, arguments, and adverts. The children put together presentations and produce a leaflet/brochure/poster on reasons 'Why we should care for our environment? Linked to Science topic on Plants | <ul style="list-style-type: none"> • To start by stating the issue and a personal opinion on it. • To support arguments with reasons and factual evidence • To use some/all of the persuasive devices: <ul style="list-style-type: none"> • emotive language • rhetorical questions • cause and effect conjunctions • daring the reader to disagree • making opinions sound like facts • To put their own point of view across in a lively and structure way. • To use paragraphs to structure arguments • To use brackets, dashes or commas to indicate parentheses | <ul style="list-style-type: none"> • To debate different issues orally, making clear and convincing arguments • Group discussion skills and turn taking • Listening to others and responding appropriately by asking and answering questions. |
| Treasure Writing Assessment | | | | |
| 4 | Novels and Stories by significant children's authors | In this block using The Enormous Crocodile, as a stimulus and other books by Roald Dahl act as a wonderful stimulus for students to create their own character and trick that use exciting dialogue, invent their own words and carry out creative writing tasks linked to the text. | <ul style="list-style-type: none"> • To learn about the life of Roald Dahl • Explore how writers use language for comic and dramatic effect • To visualise settings in his novels • To make comparisons of characters in his books • Use their imagination to create their own character and storyline | <ul style="list-style-type: none"> • Children to talk about personal reading preferences, giving reasons for their thoughts • Plan a group task over time using different levels of planning • Understand the process of decision making |

- Punctuate sentences accurately, including using speech marks and apostrophes

Treasure Book Writing Assessment

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| | | | <ul style="list-style-type: none"> • Punctuate sentences accurately, including using speech marks and apostrophes | |
| Treasure Book Writing Assessment | | | | |
| 5 | Poetry | Study a variety of poems and consider the poets' techniques and use of language and poetic devices | <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Assess the effectiveness of their own and others' writing • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own. | <ul style="list-style-type: none"> • Read some poetry by heart • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |