

YEAR 5 ENGLISH MEDIUM TERM PLAN

	Grammar	Punctuation	Text and Composition	Spelling	Handwriting
Autumn	<p>Revision of previously taught grammar e.g.</p> <ul style="list-style-type: none"> Understand that a simple sentence contains a subject, verb and 'one complete idea' and that we can use the term 'main clause'. Know that we can build detail to our sentences by adding adjectives and adverbs and have an understanding of synonyms and antonyms. Understand the difference between a main clause, subordinate clause and a phrase. Understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction. FANBOYS. Understand that a complex sentence is a sentence which contains one main 	<p>Revision of previously taught punctuation e.g.</p> <ul style="list-style-type: none"> full stops, capital letters, commas for lists, exclamation marks, question marks and apostrophes for contractions and possession. <p>Revision of year 4</p> <ul style="list-style-type: none"> Use of inverted commas with increasing precision e.g. -new speaker, new line -punctuation inside the closing inverted comma -Punctuation after the reported clause at the start. Commas after a fronted adverbial (e.g. Later that day, I heard the bad news.) Use apostrophes to mark plural possession (e.g. the girl's name, the boys' boots). 	<p>Revision of year 4</p> <ul style="list-style-type: none"> Use WAGOLLS in order to understand and learn from their structure, vocabulary and grammar. Plan their writing by discussing and recording ideas. Draft and write in narratives, creating settings, characters and plot (a clear beginning, middle and end). Use appropriate structures in non-fiction texts (e.g. specific layout devices like headings and sub-headings to aid presentation. Organise writing into paragraphs understanding why a new paragraph is needed. Proof-read for spelling and punctuation errors. 	<p>Revision of previously learnt spelling rules</p> <ul style="list-style-type: none"> Common exception words year 3/4 Adding suffixes: ed, ing, er, est, ment, ful, ness, less (doubling the consonant if there is a short vowel sound) Plurals and the associated rules i before e except after c rule. Silent letters sion and -tion endings <p>Year 5</p> <ul style="list-style-type: none"> common exception words homophones words ending in -ious Be able to use a dictionary or thesaurus with growing confidence. 	<p>ning ping ting oc od oo ake ome are fla flo fle who wha whe ie in il inly ky ny ap ar an ick uck ack he we re fte fir fin wra wri kni ii ll tt rr nn mm cc oo dd ss ff ee ew ev ex th ht fl ac ag af</p>

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	<p>clause and one or more subordinate clauses.</p> <ul style="list-style-type: none"> • Be able to identify in a sentence: nouns, verbs, adjectives, conjunctions, determiners; pronouns, main clauses and adverbials. • Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely). • Use similes and alliteration in their writing. 				
Spring	<ul style="list-style-type: none"> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. • Use a range of fronted adverbials (TRAMP) • Children are secure with terminology: co-ordinating conjunctions for compound 	<ul style="list-style-type: none"> • Secure understanding of using commas after a fronted adverbial (e.g. Later that day, I heard the bad news.) • Understand the difference between direct and reported speech. • Secure use of inverted commas and associated punctuation. • Begin to use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Use more organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Create more detailed settings, characters and plot in narratives to engage a reader. • To use a range of cohesive devices 	<ul style="list-style-type: none"> • words containing the letter string -ough including the /ph/ sound e.g. enough and the /o/ sound in dough. • endings that sound like /shl/ and are spelled -cial or -tial • words ending in -able and -ible • words ending in -ably and -ibly • homophones 	<p>Practise</p> <ul style="list-style-type: none"> • previously taught joins. • Size of punctuation and numbers in comparison to other letters. • consistency and size of letters • leaving an equal space between letters • speedwriting

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	<p>sentences, subordinating conjunctions for complex sentences.</p> <ul style="list-style-type: none"> • Punctuating connecting adverbs that link ideas in two or more sentences correctly (e.g. The school bus arrived. Therefore, I climbed aboard.) • Begin to experiment with relative clauses beginning with who, which, where, when, whose, that • Begin to discuss the function of parenthesis in writing. • Understand and identify different verb forms e.g. past/present progressive, past perfect etc. • Use metaphors and personification in their writing. 		<ul style="list-style-type: none"> • to order sentences (e.g. secondly, meanwhile, finally). • to add more information or further evidence/examples (e.g. Furthermore, in addition, moreover). • to say the opposite or to compare (e.g. whereas, however, on the other hand, although). • to explain (e.g. in order to, in case, due to the fact that and therefore). • use of pronouns (e.g. he, she, it) • Edit work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> • words with silent letters • words ending in -ant and -ent • words ending in -ance/-ancy or -ence/-ency • Be able to use a dictionary or thesaurus with growing confidence. 	<ul style="list-style-type: none"> • printing • drafting and editing • Developing fluency • Practising overall presentation
Summer	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose and that in their writing. • Begin to experiment 	<ul style="list-style-type: none"> • To consistently apply the taught punctuation so far. E.g full stops, capital letters, commas in a list, exclamation marks, question marks, 	<ul style="list-style-type: none"> • Draft and write narratives using language or sentence structures to create atmosphere, mood, 	<ul style="list-style-type: none"> • Common exception words • Homophones • Revision of prefixes 	

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	<p>with using parenthesis in their writing.</p> <ul style="list-style-type: none"> • Attempt to use different verb forms mostly accurately with consideration for audience and purpose. 	<p>apostrophes for contraction/possession, inverted commas, commas for adverbial phrases.</p> <ul style="list-style-type: none"> • Secure use of brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Begin to use colons, semi colons and dashes. 	<p>enhance meaning or create pace.</p> <ul style="list-style-type: none"> • Increase stamina of writing by writing at increasingly more length, avoiding repetition and irrelevant ideas. • To use a wide range of words or phrases to link ideas across a text. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • Use paragraphs consistently to organise their writing. 	<ul style="list-style-type: none"> • Revision of contractions and missing apostrophes • Converting nouns and adjectives into verbs • Turning adjectives into adverbs • Be able to use a dictionary or thesaurus with growing confidence. 	
<p>Key terminology: conjunction, adverb/adverbial, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, clause, subordinate clause, main clause, pronoun, possession, subordinating conjunction, co-ordinating conjunction, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, synonym and antonym</p>					
<p>Performance:</p> <ul style="list-style-type: none"> • Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume • Participate in discussions, presentations, performances, role play/improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others 					

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Other guidance:

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. They should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. There should be opportunities to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.

They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.