



STAG LANE JUNIOR SCHOOL - MEDIUM TERM PLAN

Year group: Year 5	Term: Summer term 2019	Summer
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Week	Text type e.g poetry, non-fiction	Reading objectives	Writing objectives	Grammar and Punctuation objectives	Spelling Pattern From Read write inc
1	Book Study: The boy in the girl's bathroom.	<p>RC1 maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>RC2 understand what they read</p> <p>RC3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>RC4 distinguish between statements of fact and opinion</p> <p>RC5 retrieve, record and present information from non-fiction</p> <p>RC6 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC7 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>WC1.1 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>WC1.2 noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>WC2.1 selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC2.5 using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>WC3 evaluate and edit</p> <p>WC4 proof-read for spelling and punctuation errors</p> <p>SL4 articulate and justify answers, arguments and opinions</p> <p>SL9 participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>SL11 consider and evaluate different</p>	<p>WVGP1.7 learning the grammar for Yrs 5&6 in English in English Appendix 2</p> <p>WVGP3 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Year 5 & 6 Word spelling list - 10 each week - continue</p>

2		RC8 provide reasoned justifications for their views.	viewpoints, attending to and building on the contributions of others.		Year 5 & 6 Word spelling list - 10 each week - continue
3			<p>WC1 To plan their writing...</p> <p>WC2.1 selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC2.2 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>		Year 5 & 6 Word spelling list - 10 each week - continue
4			<p>SL2 ask relevant questions to extend their understanding and knowledge</p> <p>SL4 articulate and justify answers, arguments and opinions</p> <p>SL5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>SL9 participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>SL11 consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		Year 5 & 6 Word spelling list - 10 each week - continue
5			WC1 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing	WVGP1.5- using modal verbs or adverbs to indicate degrees of possibility (e.g. might, should, will, must) or adverbs (e.g.	Year 5 & 6 Word spelling list - 10 each week - continue

		<p>on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>WC4 proof-read for spelling and punctuation errors</p> <p>WC5 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>SL9 Participate in discussions, presentations, performances, role play, improvisations and debates</p>	perhaps, surely)	
6		<p>WC3 Assessing the effectiveness of their own and others' writing. Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>WVGP1.4- using expanded noun phrases to convey complicated information concisely</p> <p>WVGP3- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	Year 5 & 6 Word spelling list – 10 each week – continue
7		<p>WC1.2 noting and developing initial ideas, drawing on reading and research where necessary</p> <p>WC1.3 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>WC2.1 selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC2.2 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>WVGP1.1 recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive forms</p> <p>WVGP1.3 Using the perfect form of verbs to mark relationships of time and cause</p> <p>WVGP1.4 using expanded noun phrases to convey complicated information concisely</p> <p>WVGP1.6 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>WVGP1.5 using modal verbs or adverbs to indicate degrees of possibility</p>	Year 5 & 6 Word spelling list – 10 each week – continue

Please colour code your text type focus : **fiction (blue)** **Non-fiction** **Poetry (orange)**

Week	Text type e.g poetry, non-fiction	Reading objectives	Writing objectives	Grammar and Punctuation objectives	Spelling Pattern From Read write inc
1	Non-fiction: About Myself	<p>SL1-12</p> <p>RC2.2- asking questions to improve their understanding</p> <p>RC5- retrieve, record and present information from non-fiction</p> <p>RC7- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>WC1 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>WC4 proof-read for spelling and punctuation errors</p> <p>WC2.1 selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC2.2 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>SL2 ask relevant questions to extend their understanding and knowledge</p> <p>SL4 articulate and justify answers, arguments and opinions</p> <p>SL5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>SL11 consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>WVGP1 develop their understanding of the concepts set out in English Appendix 2.</p> <p>WVGP2 indicate grammatical and other features.</p> <p>WVGP3 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	Year 5 & 6 Word spelling list - 10 each week - continue
2					Year 5 & 6 Word spelling list - 10 each week - continue
3					
4	Assessment Week				
5	Editing and improving narratives.	<p>RC1 maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>RC2 understand what they read</p> <p>RC3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>WTS5- use dictionaries to check the spelling and meaning of words</p> <p>WTS7- use a thesaurus</p> <p>WC1.1- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>WC1.2- noting and developing initial ideas, drawing on reading and research where</p>	<p>WVGP1.2- using passive verbs to affect the presentation of information in a sentence</p> <p>WVGP1.4- using expanded noun phrases to convey complicated information concisely</p> <p>WVGP1.5- using modal verbs or adverbs to indicate degrees of possibility</p> <p>WVGP2.2- using hyphens to avoid ambiguity</p> <p>Word meaning</p>	Consolidate Spelling pattern for the year

		<p>RC4 distinguish between statements of fact and opinion</p> <p>RC5 retrieve, record and present information from non-fiction</p> <p>RC6 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>RC7 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>RC8 provide reasoned justifications for their views.</p>	<p>necessary</p> <p>WC2.1- selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC2.4- using a wide range of devices to build cohesion within and across paragraphs</p> <p>WC3- evaluate and edit</p>	<p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p>	
6	Poetry: Compare and Perform	<p>RC1.7- learning a wider range of poetry by heart</p> <p>RC1.8- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>RC2.6- identifying how language, structure and presentation contribute to meaning</p> <p>RC7- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>RC8- provide reasoned justifications for their views</p>	<p>WC1.1- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>WC1.2- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>WC2.1- selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning</p> <p>WC3- evaluate and edit</p>	<p>WVGP1.5- using modal verbs or adverbs to indicate degrees of possibility</p> <p>WVGP2- indicate grammatical and other features</p>	<p>Consolidate Spelling pattern for the year</p>
7					<p>Consolidate Spelling pattern for the year</p>