



Castlecroft Primary School English Medium Term Plan

Year 5 Autumn 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Assess reading and the meaning of the words in Appendix one and Miscue analysis on a text with examples of these in it</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every individual reading session</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Start to ask why do you think that? Where is the evidence in the text? Etc when hearing them read. Model to them when needed</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing <p>Analyse themes, conventions and features in modern and historical fiction, Read modern setting and character descriptions and modern story openings and compare these to victorian stories (Oliver Twist, Grace Darling etc)</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion <p>Look at statements about the victorian times and look at things said by characters, could also look at victorian adverts and newspapers and decide which is fact and which is opinion</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Read Victorian stories (Oliver Twist) and story settings. Look at the Grace Darling extract. Watch the diary short films on https://www.literacyshed.com/victoriandiaries.html</p> <p>Formal and informal clothing pictures to sort and link to language being formal, everyday formal or informal and then link this to formal, every day formal and informal writing. Look at the difference between the child's diaries on the Literacy shed and Queen Victoria's diaries http://www.queenvictoriasjournals.org/search/browseByDate.do</p> <p>Novel as a theme-e.g. Harry Potter, Kensuki's kingdom or other quality age appropriate text</p> <p>Read the novel and decide on three or four text types to revise and write based on the book</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they have read <p>Check how much they have read over the holidays. Merit awards for regular reading and extra reading challenge prizes. Reading review with those that haven't read/haven't read much</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks. <p>Comprehension of stories and story extracts. Non-fiction books on Victorians in History lessons.</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes recommending books that they have read to their peers, giving reasons for their choices <p>In writing in comprehension books based on shared texts and when comparing two texts say which is your favourite and</p>	<p>Grammar focus</p> <p>First grammar topic is to revise key vocab from other years and ensure that the children have retained e.g. verb, noun (all types), adverbs, adjectives, preposition, adverbial, conjunction (co-ordinating and subordinating).</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun <p>Through the formal writing topic-Practise each grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <p>Look at examples of both formal and informal and sort sentences</p>	<p>Quick write/Mini write tasks</p> <p>Quick writes weekly Monday-write a paragraph/story using as many of the spellings as possible. Thursday free quick write based on a stimulus where the children can write anything.</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>In the weekly prep for writing session (Thursday)</p> <ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>Choose a subject to write about e.g. breakfast and write a diary entry as Queen Victoria and a contrasting one as a victorian poor child-try to capture the difference in grammar and formality</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely <p>Pobble 365 pictures –write story extracts using expanded noun</p>



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<p>why</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add this extra justifications</p> <ul style="list-style-type: none"> • 	<p>into the correct category. Write examples of their own. Use the formal writing advice sheet to help. Look at subjunctive only with more able pupils.</p> <ul style="list-style-type: none"> • <i>using passive verbs to affect the presentation of information in a sentence</i> <p>Look at the use of passive and active and which sounds more formal. Use both in their diary entries.</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> <p>Find examples in narrative texts, identify in grammar exercises.</p>	<p>phrases and Victorian setting and character descriptions with expanded noun phrases.</p>
	<p>Punctuation focus</p> <p>Focus on basic punctuation: full stops, capitals, exclamations and questions marks and ensure these are accurate first. And begin to look at the targets below through the novel as a theme topic.</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> • <i>using brackets, dashes or commas to indicate parenthesis</i> • <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> <p>Look at commas in story texts and how they are used in the three different sentence types. Use them in their own stories. Just focus on these targets for extension group and purple writing group</p> <p>Look at commas for relative clauses and the commas, parenthesis and semi colon targets above in formal and informal writing topic.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> <p>Fiction fortnight-Revise genre and text types, book reviews, newspapers etc.</p> <ul style="list-style-type: none"> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> <p>Write own character descriptions and settings and dialogue in stories</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Formal and informal writing: Write diary entries based on Queen Victoria and a poor Victorian child.</p> <p>Through editing and re-drafting lessons for all topics:</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> • <i>proofread for spelling and punctuation errors</i> • <i>ensuring correct subject and verb agreement when using singular and plural,</i>



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Shared reading	Cross curricular links and other writing opportunities	Handwriting
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Read modern story extracts and a novel in fiction-fortnight. Read historical stories e.g. Oliver Twist etc.</p> <ul style="list-style-type: none"> making comparisons within and across books <p>Compare books by the same author during Fiction Fortnight, compare texts on the same theme e.g The Victorians or a new theme (<i>asking questions to improve their understanding</i>)</p> <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> 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 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 provide reasoned justifications for their views 	<p>Diary extracts based on Victorians</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> Handwriting taught 3x week children assessed and grouped into 3 abilities <i>Choosing the writing implement that is best suited for a task</i> In art, History and Science work for display</p>
Speaking and listening	Phonics/Decoding	Spelling/Encoding
<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices <p>Model and practise orally</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge <p>At the end of every reading activity (Guided/Shared/Class and comprehension).</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary <p>In all lessons</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Through Reading lessons</p>	<ul style="list-style-type: none"> using hyphens to avoid ambiguity <p>Look at lists of hyphenated words and how to use them in phrases. Learn some for spelling test one week then have a poster in class encouraging children to use them in their writing.</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] <p>Cover the spelling areas above In Monday's spelling lessons</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Two dictionary lessons and one thesaurus work lesson on how to use the dictionary to find words and the dictionary quartiles Dictionaries used in drafting and editing lessons Test the children on the 3/4 and 5/6 spelling lists and highlight the words on a sheet and stick this into their spelling books to be highlighted after each test.</p>



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Year 5 Autumn 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>recommending books that they have read to their peers, giving reasons for their choices</i> <p>Independent reading target-why would you/wouldn't you recommend this book</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Start to ask why do you think that? Where is the evidence in the text? Etc when hearing them read. Model to them when needed</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse themes and conventions, features etc of playscripts, biographies and poems and different poetic techniques</p> <p>Analysis of playscripts and biographies features using https://www.literacywagoll.com/scripts.html</p> <p>And Pobble -https://app.pobble.com/search/playscripts</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Poetry-Display of poetic techniques and examples. Read a range of poems in school including different poem types: Haikus, http://www.kidzone.ws/poetry/haiku.htm</p> <p>Limericks, http://www.limerickpoemsandpoets.com/famous_limerick_poets.aspx</p> <p> kennings, narrative etc and read some classic poems. (See resource file for other resources e.g. powerpoint on first Japanese Haiku poet) link to poetry reading competition and class assembly-for ideas on age related poetry to read aloud- https://www.poetryfoundation.org/articles/68695/ten-poems-students-love-to-read-out-loud</p> <p>https://www.literacyshed.com/junk.html</p> <p>Watch the poem film and use it to write their own poems in rhyming couplets-you could compare this to a Shakespeare sonnet</p> <p>Playscripts and extracts of Macbeth.</p> <p>Example biographies https://www.biographyonline.net/</p> <p>A selection of famous people's biographies (print them off first as the site won't load in school.)</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks.</i> <p>Comprehension text based on one of the play-scripts which will later be used in writing lessons</p> <ul style="list-style-type: none"> • <i>recommending books (poems) that they have read to their peers, giving reasons for their choices</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>Comprehension of poems –see resource file for example. Ask questions about the figurative language in shared and guided reading.</p> <ul style="list-style-type: none"> • <i>making comparisons within and across books</i> <p>Compare poems by the same poet</p>	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes e.g. look at the singular and plural subject verb agreement and then do exercises on this and then write own sentences.</p> <p>For each target below:</p> <ul style="list-style-type: none"> • <i>using the perfect form of verbs to mark relationships of time and cause</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> • <i>ensuring correct subject and verb agreement when using singular and plural,</i> 	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <p>Quick writes weekly Monday-write a paragraph/story using as many of the spellings as possible. Thursday free quick write based on a stimulus where the children can write anything.</p> <p>Mini writes practising targets to go into their writing.</p> <ul style="list-style-type: none"> • <i>precising longer passages</i> <p>Summarise long detailed paragraphs from biographies</p>



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<p>In writing in comprehension books based on shared texts and when comparing two texts say which is your favourite and why</p> <ul style="list-style-type: none"> checking that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction <p>Link to History and Geography topics</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Corrections will concentrate on asking children to add this extra justifications</p> <p>Carry out a comprehension based on a modern playscript- e.g. use the example in the resource file</p>	<ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely Use co-ordinating and subordinating conjunctions <p>Revise statements, questions, commands</p>	
	<p>Punctuation focus</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses <p>Target in LO's</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing <p>Find examples in modelled texts. Grammar exercises and then write own examples and target plan for extended writing pieces.</p> <ul style="list-style-type: none"> using a colon to introduce a list punctuating bullet points consistently <p>Look at punctuation of bullet points for Playscripts and lists and detailed lists for comma and semi colon. Colons to introduce lists. Look at use of comma and brackets in playscripts.</p> <p>Revise exclamation marks and question marks Revise Inverted commas</p>	<p>Extended writing</p> <p>Write poems using rhyming couplets-these could be limericks if the children find it easier</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>In playscripts: Continue a modern playscript. Write their own playscript. Turn part of Macbeth into a modern English script.</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors <p>In editing and re-drafting lessons weekly.</p>
<p>Shared reading</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range plays <p>Guided and shared reads using playscripts increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Read the traditional stories from the 15 stories Yr 5 list.</p> <p>Read at least 2 stories from other cultures and use these for comprehension. (See resource file for Grandpa Chatterji resources).</p> <p>Read a Shakespeare playscript and parts of the original script Read a range of poems</p>	<p>Cross curricular links and other writing opportunities</p> <p>Queen Victoria biographies Speaking and listening debates linked to History topic-ictorians</p>	<p>Handwriting</p> <p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Handwriting taught 3x week children assessed and grouped into 3 abilities Choosing the writing implement that is best suited for a task In art, History and Science work for display</p>



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<ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> 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 provide reasoned justifications for their views 		
<p>Speaking and listening</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart 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>Poetry assembly and poetry competition</p> <ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>For their own Playscripts and poems</p> <p>Debating in History topic</p>	<p>Phonics/Decoding</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc. lessons and weekly Monday spelling rules lesson. A set of Year 5/6 words will be set each week for homework too.</p>	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused <p>Cover the spelling areas above In Monday's spelling lessons</p> <p>Link prefixes and suffixes to the Greek lesson on language(History link)</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p>



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Year 5 Spring 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse themes and conventions, features etc. of non-chronological writing, recounts and persuasive writing.</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p> <p>Look at persuasive text types including leaflets and adverts and letters and draw up a set of success criteria.</p>	<p>Stimulus</p> <p>Recount: Personal recounts and newspaper reports. Watch an exciting stimulus which could be used to write a recount as one of the people involved and a news story about what happened for example https://www.literacyshed.com/catch-a-lot.html or any up to date story from https://www.bbc.co.uk/newsround</p> <p>Persuasive : Good examples of persuasive writing. Some examples here: https://www.literacywagoll.com/persuasive.html https://www.wikihow.com/Act-Like-a-Pirate http://www.yarr.org.uk/talk/</p> <p>Non chronological reports-History lessons and text books on the Victorians. It could be an interactive ICT non-chron report</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks.</i> • <i>making comparisons within and across books</i> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation</i> 	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Look at how the personal recounts would be informal and chatty-look at examples in this style and practise their own sentences to go in and the formal style of a newspaper. Give the children sentences to go in a newspaper that are too informal and get them to re-write them in pairs. (Use the formal writing advice</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Pobble 365 pictures –write story extracts using expanded noun phrases</p> <p>Quick recount writes using the grammar focus trying to capture the feelings of the character involved or the style of a newspaper</p>



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<p><i>contribute to meaning</i></p> <ul style="list-style-type: none"> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>distinguish between statements of fact and opinion</i> <p>Looking at statements from Newspapers</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add this extra justifications</p> <p>There are comprehension questions linked to the Whale catch-a-lot film on the Literacy shed</p>	<p>posters to help)</p> <ul style="list-style-type: none"> • <i>using passive verbs to affect the presentation of information in a sentence</i> <p>Grammar exercises on passive and active. Look at which is appropriate for newspaper and which for persona recounts.</p> <p>Look at modelled texts and try to find perfect and progressive tenses then use these in their own writing.</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Find examples in texts; identify in grammar exercises; write their own and then plan as a target focus for their stories.</p> <ul style="list-style-type: none"> • <i>agreement when using singular and plural,</i> <p>Revision</p> <p>Revise synonyms and antonyms, prepositions</p>	<p>Mini writes persuading someone to come to your party/new museum/theme park wtc. Do this orally and then written in pairs.</p>
	<p>Punctuation focus</p> <ul style="list-style-type: none"> • <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> • <i>using brackets, dashes or commas to indicate parenthesis</i> <p>Find and examine examples of these in examples of recounts</p> <ul style="list-style-type: none"> • <i>using brackets, dashes or commas to indicate parenthesis</i> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> • <p>In recount work</p> <p>Revise apostrophes for contraction/omission and possession.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> • <i>using expanded noun phrases to convey complicated information concisely</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> <p>Look at how to achieve this in diary recount writing. How would the by describe the setting and his dad on the day and later when he battles the whale? Stress that this would all be at the end of the day. Look at how the tenses are used to convey this. Teacher shared write.</p> <ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> <p>In History Non chron report and in the newspaper report</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i>



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		<ul style="list-style-type: none"> • <i>proofread for spelling and punctuation errors</i> <p>In proof-reading and editing sessions weekly</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>In personal recount and formal newspaper recount</p> <p>Write a persuasive poster persuading someone to be a pirate-try to use pirate speak. Swap posters with a partner and write a letter of application to their advert persuading them to give you the job.</p>
Shared reading	Cross curricular links and other writing opportunities	Handwriting
<ul style="list-style-type: none"> • <i>continuing to read and discuss an increasingly wide range non-fiction and reference books or textbooks. (Guided, shared and a miscue analysis)</i> • <i>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i> <p>Comprehension on diary extracts</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> • <i>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</i> • <i>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</i> 	<p>Non chronological report about an aspect of Victorian life-or the Victorians generally.</p> <p>Explanation of rivers linked to Geography</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> <p>Weekly handwriting and twice a week for those who need it</p> <ul style="list-style-type: none"> • <i>Choosing the writing implement that is best suited for a task</i> <p>In History Non Chron</p>
Speaking and listening	Phonics/Decoding	Spelling/Encoding
<p>Read sections of diaries aloud.</p> <p>Speak like a pirate and read work aloud like a pirate.</p>	<ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none"> • <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</i> <p>Learn a section each week of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> • <i>use dictionaries to check the spelling and meaning of words</i> • <i>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</i> • <i>use a thesaurus</i> <p>Dictionaries used in drafting and editing lessons</p>



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Year 5 Spring 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> In every individual reading session • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> Analyse themes and conventions, features etc. of Narrative and instruction texts • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Films from Literacy shed or other stimulus for children to write narratives based on. Look at dramatic stories and how to build tension and action using short simple sentences and repeated short sentences and sentences starting with a verb opener.</p> <p>Example instructions-make pizzas first or do DT project</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>making comparisons within and across books</i> <p>Compare fantasy stories</p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets/domain there will be one Focused Skills comprehension lesson</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add these extra justifications</p> <p>Comprehension based on legends http://myths.e2bn.org/mythsandlegends/</p>	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <ul style="list-style-type: none"> • <i>using the perfect form of verbs to mark relationships of time and cause</i> <p>Revise perfect and progressive tense and do grammar exercises on both</p> <ul style="list-style-type: none"> • <i>using passive verbs to affect the presentation of information in a sentence.</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> <p>Search for them in narratives and use them in their own</p> <p>Grammar exercises on: A or an ; Me or I Revise adverbs and adverbials and fronted adverbs/adverbials Revise prepositions</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing sessions (Monday spellings, Thursday mixed stimulus).</p> <ul style="list-style-type: none"> • <i>precising longer passages</i> <p>For a variety of texts</p> <ul style="list-style-type: none"> • <i>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun</i> • <i>using passive verbs to affect the presentation of information in a sentence.</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> • <i>using passive verbs to affect the presentation of information in a sentence.</i> <p>Use these in narrative writing.</p>



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	<p>Punctuation focus</p> <ul style="list-style-type: none"> using a colon to introduce a list punctuating bullet points consistently <p>In instructions</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using commas to clarify meaning or avoid ambiguity in writing <p>Grammar exercises and in narrative writing</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing <p>In all writing-edit and add</p>	<p>Extended writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, <p>instructions</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors <p>In proof reading and editing lessons</p> <p>Write narratives based on films/stimulus they have watched/read. (This could be a legend such as King Arthur see resources in file and this link https://www.bbc.co.uk/programmes/p011lnw2 https://www.bbc.co.uk/programmes/b0078j4v)</p> <p>Write their own story (It could be their own legend)...Offer ideas for children struggling from the Literacy shed starters page. TA could plan with this group. https://www.literacyshed.com/story-starters.html</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Traditional classic extracts e.g. Treasure island, Black Beauty, Swallows and Amazons and modern classics Matilda, The Borrowers, Charlotes web etc. Read extracts of fantasy stories-Terry Pratchett, Lord of the rings, The hobbit etc.</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building 	<p>Finish History Foundation writing from Spring 1</p> <p>Instructions linked to DT or Cooking activity</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: 1)choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Weekly only now for those who need it. 2)choosing the writing implement that is best suited for a task Display work</p>



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<p><i>on their own and others' ideas and challenging views courteously</i></p> <p>Legends http://myths.e2bn.org/mythsandlegends/</p>		
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>For their own work-reading it aloud in class</p>	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section each week of the Year 5/6 spelling list</p>



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Year 5 Summer 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p> <ul style="list-style-type: none"> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>recommending books that they have read to their peers, giving reasons for their choices</i> <p>Independent reading target Would you/wouldn't you recommend this story and why?</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Debate and argument reports</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p> <p>For whatever topic is decided-watch videos, interview people and hold discussions to get ideas-write to experts, internet research etc then children write argument reports (One sided argument) and read in class. Hold a debate and use ideas generated to model how to write a debate report. Look at endings-summary and conclusion and how different.</p>	<p>Stimulus</p> <ul style="list-style-type: none"> • Formal writing • Revise argument report • Debate report <p>See ideas in resource file for topic or could link to Foundation</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p>	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Identify the subjunctive voice in passages and write subjunctive sentences of their own.</p> <p>Identify formal and debate/argument language and phrases</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Find examples in texts, identify in grammar exercises. Write their own and then practise some to go in their stories.</p> <p>Revise simple, compound and complex sentences and clause and phrase</p> <p>Revise modal verbs and perfect and progressive tenses</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Pobble 365 pictures –write story extracts using expanded noun phrases</p> <p>Spelling mini writes (Monday) free write (Thurs)</p> <p>Mini writes for debate/argument paragraphs practising</p> <ol style="list-style-type: none"> 1) Writing intros 2) making a point and elaborating it 3) Summary endings and conclusion endings



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<ul style="list-style-type: none"> provide reasoned justifications for their views <p>Corrections will concentrate on asking children to add these extra justifications</p> <p>At least one comprehension on a debate report or argument report.</p>	<p>Punctuation focus</p> <p>Assess and revise any punctuation targets necessary especially commas for all types of sentences.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using the perfect form of verbs to mark relationships of time and cause using modal verbs or adverbs to indicate degrees of possibility <p>In debates and argument reports.</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors <p>In proof reading and editing lessons</p> <p>Write argument and debate reports.</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<p>Guided read on biographical extracts-Pelican readers</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> 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 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>Debate could be linked to Foundation topic</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: 1)choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Handwriting in writing books to be as neat as handwriting books 2)choosing the writing implement that is best suited for a task</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



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<p>Reading work aloud with intonation after quick writes</p> <ul style="list-style-type: none">• <i>Listen and respond appropriately to adults and their peers</i>• <i>Ask relevant questions to extend their understanding and knowledge</i>• <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> <p>Discussion of class reader and topics in other subjects.</p> <p>Debates linked to writing topic.</p>	<p><i>that they meet</i></p> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none">• <i>use a thesaurus</i> <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none">• <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</i> <p>now most of the spellings on the year 5/6 list and learn those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p>
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Year 5 Summer 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p> <ul style="list-style-type: none"> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse features of memoir writing</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Example explanation texts- See resource file for idea based on Wallace and Gromit (Watch the contraptions videos and invent their own machine writing an explanation of how it works-this could be linked to the shirt machine) or aliens (Watch the alien video then explain that they have to write the explanation files for earth alien on the database. The explanation will need to explain how they remain undetected on Earth, how to get them to show themselves and how to capture them as a process)</p> <p>Example narratives -focus on effective dialogue</p>
<p>Comprehension</p> <p>Comprehension texts on explanations, narratives and poems</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> 	<p>Grammar focus</p> <p>Assess the grammar for Year 5 and focus on aspects that the children are still struggling with. Set group/individual targets for grammar and punctuation.</p> <p>Punctuation focus</p> <p>All punctuation targets assessed and group/individual targets set. Model and go over any that they are still struggling with in differentiated groups.</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <p>Spelling quick write Monday and free write Thursday.</p> <p>Ideas gathering for how their alien remains undetected/how their machine works</p> <p>Extended writing</p> <ul style="list-style-type: none"> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Write a story using these targets based on stimuli e.g Literacy shed</p>



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		<p>film and then write their own story</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>In all pieces</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors <p>In all lessons</p> <p>Write narratives</p> <p>Write an explanation e.g. How does your machine work/How does your alien go undetected</p>
Shared reading	Cross curricular links and other writing opportunities	Handwriting
<ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> 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 	Write an explanation text for the Shang Dynasty royal burials with illustrations	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Handwriting in books to be as neat as handwriting books Choosing the writing implement that is best suited for a task Science, Geography, History work for display</p>
Speaking and listening	Phonics/Decoding	Spelling/Encoding
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>now most of the spellings on the year 5/6 list and learn those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p>



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