Year 5 English Medium Term Plan

Reading and writing lessons will be delivered through a variety of high quality texts, to include written and visual texts. Suggested text for each term may be used. However, teachers are free to choose their own texts in conjunction with the English coordinator

Autumn Term	Spring Term	Summer Term
Text types **Poetry**- Ode/Epitaph (Remembrance day) **Fiction from our literary heritage** (Charles Dickens, Bram Stoker, Robert Louis Stevenson, Sir Arthur Conan Doyle, M Shelly) *Links to Victorians and crime and punishment* **Modern fiction** mystery/detective thriller/horror **Non-fiction** *(links with cycle B- space or cycle a-Victorians).* Explanations Reports – Journalistic (broad sheet vs tabloid)	**Text types** **Poetry**- Ballard (performance) **Stories from other cultures** *(links with history and migration)* **Modern fiction** science fiction adventure **Non-fiction** *(links with science and history)* Recounts – autobiography and biography Instructions Global Goals- climate change- information	**Text types** **Poetry**- Sonnet (excluding iambic pentameter) **Myths (and/or folk tales) and Legends** *(links to Greece)* **Modern fiction** fantasy fairy tale/traditional story **Non-fiction** Persuasion *(Enterprise week)* Discussion and argument
Suggested texts Epitaph on a soldier (poetry) Once (war theme) Piano (visual) Dr Jekyll and Mr Hyde (Classic-Victorians) Oliver (Classic-Victorians) Street Child (modern-mystery also links to reports via Victorians) Clockwork (modern- thriller) Cogheart (modern-detective/mystery)	**Suggested texts** On the Move: Poems About Migration (everyone comes from somewhere) The Blitz bus (Modern-adventure) Kick (stories from other cultures) I am Malala (autobiography) Malala (non-fiction) Cosmic (modern-sci-fi) The Boy at the back of the class (stories from other cultures)	**Suggested texts** UNAWARE by Kaitlyn Guenther (poetry-science and geog) Who let the Gods out? (modern-fantasy) The Odyssey (myths and legends-Greece) West Midlands Folk Tales The girl who speaks bear (Fairy tale) Norse Myths Mouse Bird Snake Wolf (myths and legends) Red Miss Take (film- fairy tale)

Text outcomes Flashback narrative- emotional journey Sense of urgency- narrative- cogheart Newspaper report	**Text outcomes** Palindrome- two different viewpoints/outlooks of a refugee Characterisation through speech to showcase two different viewpoints Create a set of instructions of how to create our chosen D&T GBD.	**Text outcomes** Write from the perspective of a marginalised character/s. Create a debate between two mythical creatures. Develop an alternative ending for a traditional tale.
Spelling focus *I can understand the rules for and spell words* - beginning with a-d from the 5/6 word list - with endings which sound like /ʃəs/ spelt –cious or –tious - with endings which sound like /ʃəl/ spelt cial or tial - ending in –ant, –ance/–ancy, –ent, –ence/–ency - Homophones (common difficulties such as there, your and to)	**Spelling focus** *I can understand the rules for and spell words* - beginning with e-p from the 5/6 word list - Ending in –able and –ible Words ending in –ably and –ibly - that add suffixes beginning with vowel letters to words ending in –fer - that use a hyphen	**Spelling focus** *I can understand the rules for and spell words* - beginning with q-y from the 5/6 word list - with the /iː/ sound spelt ei after c - containing the letter-string ough - with 'silent' letters - Homophones and other words that are often confused
Handwriting focus	**Handwriting focus**	**Handwriting focus**
- I confidently know when to use a horizontal join, a diagonal join or when not to join. - I have a comfortable grip to allow for fluency and speed.	- Use un-joined letters for labelling diagrams, data, writing e-mail addresses etc - I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters.	- Write fluently and neatly with increasing speed. - I can write with a developing personal style.