

## Year 5 English Medium Term Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Spell some words with 'silent' letters (e.g. knight, psalm, solemn).</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell words that contain the letter-string 'ough'</p> <p>Spell words ending in -ible, -able, -ibly, -ably, -ent, -ence, -ant, -ance, -ancy.</p> <p>Spell words where the 'ee' sound is spelt 'ei'.</p> <p>Write words ending in 'shus' spelt 'cious', 'tious'.</p> <p>Write words ending in 'shul' spelt 'cial', 'tial'</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p><b><u>Word Reading</u></b></p> <p>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> <p><b><u>Comprehension</u></b></p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase 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>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare 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>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Use relative clauses beginning with who, which, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p> <p>Convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify).</p> <p>Use verb prefixes, e.g. dis-, de-, mis-, over-, re-.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p>	<p>Engage the listener by varying expression and vocabulary.</p> <p>Adapt spoken language depending on the audience, the purpose or the context.</p> <p>Develop ideas and opinions, providing relevant detail.</p> <p>Express a point of view.</p> <p>Understand the main points, including implied meanings in a discussion.</p> <p>Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.</p> <p>Use Standard English in formal situations.</p> <p>Begin to use hypothetical language to consider more than one possible outcome or solution.</p> <p>Perform compositions, using appropriate intonation and volume so that meaning is clear.</p> <p>Perform poems and plays from memory, making careful choices about how ideas are conveyed.</p> <p>Adapt expression and tone.</p> <p>Select the appropriate register according to the context.</p>	<p>Plan their writing by 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>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan their writing of narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Draft and write by précising longer passages.</p> <p>Use a wide range of devices to build cohesion within and across sentences and paragraphs (e.g. then, after, that, this, firstly).</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Assess the effectiveness of their own and others' writing.</p>

		<p>Check that the book makes sense to him/her, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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>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>Provide reasoned justifications for their views.</p>			<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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