Year 5 English Medium Term Plan Term: Autumn 1

Texts / Genres Covered	Fantasy Stories – How to Train Your Dragon				
Objectives:	**Spoken Language**	**Comprehension**	**Composition**	**Vocab, Grammar and Punctuation**	**Spelling / Handwriting**
Week 1	• Listen and respond appropriately to adults and peers. • Articulate and justify answers, arguments and opinions. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Participate in discussions, presentations, performances and debates.	• Listen to and discuss a wide range of fiction. Identify themes and conventions. • Participate in discussion about both books that are read to them, taking turns and listening to what others say. • Read books that are structured in different ways. Identify how language, structure, and presentation contribute to meaning. • Use dictionaries to check the meaning of words that they have read. • Discuss words and phrases that capture the reader's interest and imagination. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Identify main ideas from more than one paragraph and summarising these. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions,	N/A	N/A	Words with endings spelt *cious*

		and justifying inferences with evidence. • Predict what might happen from details stated and implied.			
Week 2	N/A	• Predict what might happen from details stated and implied.	• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Words with endings spelt *tious or ious*
Week 3	• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Participate in discussions,	• Ask questions to improve their understanding of a text. • Predict what might happen from details stated and implied.	• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary. • Organise paragraphs around a theme; In narratives, creating settings, characters and plot.	• Use inverted commas and other punctuation to indicate direct speech.	Words with short vowel sound /i/ spelt y

	presentations, performances and debates. Select and use appropriate registers for effective communication.				
Week 4	• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Give well-structured descriptions and explanations.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Identify how language, structure, and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination. Read books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Identify main ideas drawn from more than one paragraph and summarise these. Predict what might happen from details stated and implied.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. In narratives, create settings, characters and plot.	N/A	Words with long vowel sound /i/ spelt y

Week 5	• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	N/A	• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	• Use fronted adverbials. • Use commas after fronted adverbials.	Homophones and near homophones
Week 6	• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	N/A	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, create settings, characters and plot. Assess the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and	• Use inverted commas and other punctuation to indicate direct speech. • Use fronted adverbials. Use commas after fronted adverbials. • Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.	Homophones and near homophones

			vocabulary to improve consistency.		
			• Proof-read for spelling and punctuation errors.		
			• 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.		

Year 5 English Medium Term Plan Term: Autumn 2

Texts / Genres Covered	Advert from The Guardian based on The Three Little Pigs Genres: News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions	• identify and discuss themes and conventions in and across a wide range of writing • identify how language, structure and presentation contribute to meaning	•identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own as necessary •select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. •use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Silent letters

Week 2	• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	•identify and discuss themes and conventions in and across a wide range of writing •ask questions to improve their understanding •make comparisons within and across books •check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	•identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own as necessary •use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] •select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	•use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun •use commas to clarify meaning or avoid ambiguity in writing	Silent letters.
Week 3	• Listen and respond appropriately to their peers • Participate actively in collaborative conversations	• Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	Modal verbs
Week 4	• Listen and respond appropriately to their peers • Participate actively in collaborative conversations	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• Brackets, dashes or commas to indicate parenthesis	Words with the –ment ending
Week 5	• Compose and rehearse sentences orally, including dialogue	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	• Ensure the consistent and correct use of tense throughout a piece of writing	• How hyphens can be used to avoid ambiguity [for example, man eating shark versus	Adverbs of possibility and frequency

		and justifying inferences with evidence		maneating shark, or recover versus re-cover]	
Week 6	• Listen and respond appropriately to their peers *Participate actively in collaborative conversations *Speak audibly and with an increasing command of standard English *Participate in discussions and performances *Gain maintain and monitor the interest of the listener	• Distinguish between statements of fact and opinion - Provide reasoned justifications for their views • Asking questions to improve their understanding	• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs	• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Challenge words

Year 5 English Medium Term Plan Spring 1

Texts / Genres Covered	The Midnight Fox: Informal letter, persuasive writing, debate, poetry, descriptive writing, newspaper report				
Objectives:	**Spoken Language**	**Comprehension**	**Composition**	**Vocab, Grammar and Punctuation**	**Spelling / Handwriting**
Week 1	• 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	noting and developing initial ideas, drawing on reading and research where necessary	using passive verbs to affect the presentation of information in a sentence	Creating nouns using the –ity suffix

Week 2	N/A	• making comparisons within and across books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	Creating nouns using the –ness suffix
Week 3		• 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 • discuss and evaluate how authors use language, including figurative language,	• 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 • noting and developing initial ideas, drawing 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	• using expanded noun phrases to convey complicated information concisely	Creating nouns using the –ship suffix

		considering the impact on the reader • distinguish between statements of fact and opinion			
Week 4	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion	• draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• using commas to clarify meaning or avoid ambiguity in writing	Homophones and near homophones
Week 5	• maintain attention and participate actively in	• summarising the main ideas drawn from more than 1 paragraph,	• précising longer passages • using a wide range of devices to build cohesion	• recognising vocabulary and structures that are	Homophones and near homophones

	collaborative conversations, staying on topic and initiating and	identifying key details that support the main ideas • distinguish between statements of fact and opinion	within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	appropriate for formal speech and writing, including subjunctive forms	
Week 6	• participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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	• précising longer passages • 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]	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Homophones and near homophones

Texts / Genres Covered	Street Child By Berlie Doherty				
Objectives:	**Spoken Language**	**Comprehension**	**Composition**	**Vocab, Grammar and Punctuation**	**Spelling / Handwriting**
Week 1	* maintain attention and participate actively in collaborative conversations, * ask relevant questions to extend their understanding and knowledge * articulate and justify answers, and opinions * use relevant strategies to build their vocabulary * use spoken language to develop understanding through imagining and exploring ideas	understand what they read by: • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Plan their writing by: • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• Use noun phrases, expanded by the addition of modifying adjectives and preposition phrases. • Use clauses to add information about time, place and cause • Link ideas across paragraphs using adverbials of time. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	/or/ spelt 'or'

Week 2	* use spoken language to develop understanding through hypothesising, imagining, exploring ideas * listen/respond to adults and peers appropriately	• identify and discuss themes and conventions in / across a range of writing • make comparisons within and across books ask questions to improve their understanding Discuss/evaluate how authors use language, incl. figurative language, considering impact	• use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Select appropriate grammar and vocabulary, understanding how choices affect meaning Use a wide range of devices to build cohesion	• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use time related adverbials.	/or/ spelt 'au'
Week 3	• consider and evaluate different viewpoints, attending to and building on others' contributions	N/A	• select the appropriate form and use other similar writing as models for their own • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • note and develop initial ideas drawing on their own research and planning • select appropriate grammar and punctuation choices • describe settings, character and atmosphere and integrate dialogue to develop character and advance the action • assess the effectiveness of their own and others' writing	• use relative clauses beginning with who, which, where, when, whose • use time related adverbials	Convert nouns or adjectives into verbs using the suffix -ate

			• propose changes to vocab, grammar and punctuation • ensure consistent use of tense throughout proof read for spelling and punctuation errors		
Week 4	• Listen and respond appropriately. • Articulate and justify answers. • Maintain attention and participate actively in collaborative conversations. • Use spoken language to develop understanding.	• Read texts that are structured in different ways and read for a range of purposes. Identify and discuss conventions. Make comparisons within and across books. Discuss and evaluate how authors use language. Retrieve, record and present information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Read for a range of purposes. Retrieve, record and present	• Use similar texts as models. Select appropriate grammar & vocabulary meaning. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Use a wide range of devices to build cohesion within paragraphs.	• Learn the grammar in Appendix 2 [devices to build cohesion – adverbs]. • Use commas to clarify meaning or avoid ambiguity in writing.	Convert nouns or adjectives into verbs using the suffix -ise

		• information from non-fiction. • Explain and discuss their understanding of what they have read.			
Week 5	• Give well-structured descriptions and explanations. • Participate in presentations. • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers.	N/A	• Select appropriate grammar and vocabulary. Note and develop initial ideas. • Use a wide range of devices to build cohesion within text. • Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	• Use brackets and other devices to indicate parenthesis.	Convert nouns or adjectives into verbs using the suffix -ify
Week 6	• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	N/A	• Identify audience and purpose of writing, selecting appropriate form and using other similar writing as models for their own. • Note and develop initial ideas. Select appropriate grammar and vocabulary. • Use a wide range of devices to build cohesion. • Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	• Use brackets to indicate parenthesis.	Convert nouns or adjectives into verbs using the suffix -en

Year 5: English Medium Term Plan Summer 1

Texts / Genres Covered	Myths and Legends: The Odyssey				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	- listen/ respond appropriately - ask relevant questions to extend their understanding and knowledge - give well-structured descriptions, explanations and narratives for different purposes - speak audibly and fluently - participate in performances - gain, maintain and monitor the interest of the listener(s)	- identify themes / conventions - increase familiarity with a wide range of books, including...myths and legends - identify themes and conventions - predict what might happen * draw inferences such as characters' feelings * listen to and discuss a wide range of fiction	N/A	* use of the present perfect verb form instead of the simple past * use and punctuate direct speech [inverted commas; a comma after reporting clause; end punctuation within inverted commas, etc.] Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading [verbs]	'ough' words
Week 2	- participate in discussion about books taking turns and listening to what others - use relevant strategies to build vocabulary - speak audibly and fluently using standard English	* identify themes and conventions in a range of books * increase familiarity with a wide range of books, including ...myths and legends	- discuss writing similar to that which they are planning to write in order to understand and learn structure, vocabulary and grammar - in narratives, create settings, character and plot - discuss and record ideas	- choose nouns or pronouns appropriately - Use and understand the grammatical terminology in App. 2 accurately and appropriately when discussing their writing and reading [1st & 3rd person]	'ough' words

				• Use and understand the grammatical terminology in App. 2… [powerful verbs/adjectives]	
Week 3	• Maintain attention and participate actively in collaborative conversations • participate in discussions and performances	N/A	• discuss writing similar to that which they are planning to write in order to understand and learn structure, vocabulary and grammar • in narratives, create settings… • discuss and record ideas • compose and rehearse sentences orally...building rich vocabulary and sentence structures • create characters and plot • organise paragraphs around a theme • assess the effectiveness of their own and each other's writing, and suggest improvements • read aloud their own writing	• use of the present perfect verb form instead of the simple past • use and punctuate direct speech	Adverbials of time
Week 4	• listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • maintain attention/participate actively in conversations, staying on topic and initiating and responding to comments	*maintain positive attitudes…by:* • continuing to read and discuss… reference books or textbooks *understand what they read by:* • summarising the main ideas drawn from more than one paragraph…	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *evaluate and edit by:* • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • perform their own compositions…	• use modal verbs or adverbs to indicate degrees of possibility	Adverbials of place

	• participate in discussions • …consider and evaluate different viewpoints, building on the contributions of others	• identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language… considering the impact on the reader • provide reasoned justifications for their views			
Week 5	• … develop understanding through speculating, hypothesising, imagining and exploring ideas • … participate actively in collaborative conversations, staying on topic and initiating and responding to comments	*maintain positive attitudes…by:* • reading books that are structured in different ways and reading for a range of purposes • discuss and evaluate how authors use language… • distinguish between fact and opinion • provide reasoned justifications for their views. *understand what they read by:* • asking questions to improve their understanding	*plan their writing by:* • noting and developing initial ideas, drawing on reading and research where necessary *evaluate and edit by:* • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *draft and write by:* • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• use modal verbs or adverbs to indicate degrees of possibility	/ear/ spelt 'ere'

		• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • retrieve, record and present information from non-fiction			
Week 6	• give well-structured descriptions, explanations… • participate in discussions, presentations, performances • gain, maintain and monitor the interest of the listener(s) • select and use appropriate registers for effective communication	*understand what they read by:* • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • retrieve, record and present information from non-fiction	*plan their writing by:* • noting and developing initial ideas, drawing on reading and research where necessary *draft and write by:* • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using further organisational and presentational devices to structure text and to guide the reader *evaluate and edit by:* • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• use modal verbs or adverbs to indicate degrees of possibility	Challenge words

Year 5: English Medium Term Plan Summer 2

Texts / Genres Covered	**Kensuke's Kingdom:** balanced argument, postcard to a friend, summarising, poetry, retelling from a different point of view, non-chronological report, letter to a stranger				
Objectives:	**Spoken Language**	**Comprehension**	**Composition**	**Vocab, Grammar and Punctuation**	**Spelling / Handwriting**
Week 1	• listen and respond appropriately to adults and their peers	• drawing inferences such as inferring characters' feelings,	Plan their writing by:	develop their understanding of the concepts set out in Appendix 2 by:	Unstressed vowels in polysyllabic words

Balanced argument	• ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others	thoughts and motives from their actions, and justifying inferences with evidence • provide reasoned justifications for their views.	• 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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: • assessing the effectiveness of their own and others' writing • 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 proofread for spelling and punctuation errors	• using modal verbs or adverbs to indicate degrees of possibility indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing	
Week 2 Postcard to a friend	• 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	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • précising longer passages • 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 Evaluate and edit by: • 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	develop their understanding of the concepts set out in Appendix 2 by: • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing	Prefixes de- and re-

			● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors		
Week 3 Summarising & poem	● select and use appropriate registers for effective communication	● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	Plan their writing by: ● noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● précising longer passages ● using further organisational and presentational devices to structure text and to guide the reader Evaluate and edit by: ● 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 ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	develop their understanding of the concepts set out in Appendix 2 by: ● using expanded noun phrases to convey complicated information concisely indicate grammatical and other features by: ● using commas to clarify meaning or avoid ambiguity in writing	prefix over -
Week 4 Retelling of events – descriptive writing	● use relevant strategies to build their vocabulary ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ● imagining and exploring ideas speak audibly and fluently with an increasing command of Standard	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	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 ● noting and developing initial ideas, drawing 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 Draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	develop their understanding of the concepts set out in Appendix 2 by: ● using the perfect form of verbs to mark relationships of time and cause indicate grammatical and other features by: ● using semicolons, colons or dashes to mark boundaries between independent clauses	Convert nouns or verbs into adjectives using the suffix -ful

				English	
			• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • 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 Evaluate and edit by: • 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 • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors		
Week 5 Non-chronological reports	• ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary	• retrieve, record and present information from non-fiction	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 • noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 Evaluate and edit by: • 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	develop their understanding of the concepts set out in Appendix 2 by: • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause indicate grammatical and other features by: • using brackets, dashes or commas to indicate parenthesis	

			● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors		
Week 6 Letter Book review	• use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others	• recommending books that they have read to their peers, giving reasons for their choices • provide reasoned justifications for their views	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 Draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● précising longer passages ● 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 Evaluate and edit by: ● assessing the effectiveness of their own and others' writing ● 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 proofread for spelling and punctuation errors	develop their understanding of the concepts set out in Appendix 2 by: ● using passive verbs to affect the presentation of information in a sentence indicate grammatical and other features by: ● using brackets, dashes or commas to indicate parenthesis	Convert nouns or verbs into adjectives using the suffix -al