



Year 5 medium term plan Literacy

Planning follows the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit. Literacy planning is based on high quality literature, poetry and non-fiction texts, which provide inspiration for a final written outcome. Speaking, listening, drama and creative approaches are embedded as key teaching approaches. This ensures speaking and listening objectives are fully covered. Grammar is taught in context and pupils have the opportunity to practice and consolidate skills through discrete games and collaborative activities and explicit sentence level work prior to applying skills in the context of the final written outcome. Spelling is taught discretely however should be practised and driven through the modelling and teaching of writing. I have planned in spelling adjectives which are appropriate to the text being taught, however you must ensure all year group objectives are covered.

Fictional Texts are suggested and approaches drawn from CLPE Book Power Year 6. Please also ensure your order book collections from Islington ELS to support your teaching of each unit.

Grammar terminology to be introduced:

modal verb, relative pronoun
relative clause
parenthesis, bracket, dash
cohesion, ambiguity

Term 1

Term 2

Evidence for Writing moderation: Please ensure you have annotated pieces of writing with what the child can do and what the child's targets are. Also provide details of any support given if an aided piece and note if the piece was unaided. Work should be stuck in progress books once moderated.

Autumn term 1: Baseline assessment (free piece of writing)

Autumn term 2: Big Writing, Recount CLJ

Spring term 1: Narrative

Spring term 2: Big Writing, persuasive writing CLJ

Summer term 1: Fiction

Summer term 2: Big writing, Discussion

Evidence must include, supported and independent and come from Literacy, Big Writing and CLJ. Fiction, non-fiction and poetry represented. (photocopies of work in books can be used).



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	Fiction	Non Fiction	Poetry
<p>Autumn 1 and 2 8 weeks 7 weeks</p> <p>Boils and Blisters</p>	<p>Traditional Tales – Legends 3 weeks – Use CLPE Book Power book 6 for approaches</p> <p>Versions of King Arthur or Robin Hood if preferred</p> <p>Arthur, High King of Britain by Michael Morpurgo</p> <p>Arthur, the Seeing Stone, by Kevin Crossley –Holland</p> <p>Rosemary Sutcliff: King Arthur Stories</p> <p>Reading Outcome: 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>Deduce, predict, infer and summarise</p> <p>Written Outcome: Reflect on the main character from different viewpoints. Retell the story from several different perspectives in narratives, describing settings, characters and atmosphere and</p>	<p>Recount – 3 weeks</p> <p>Collect biographies/autobiographies based on significant characters</p> <p>Reading Outcome: reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books</p> <p>Written Outcome: Compose a biographical account based on research</p> <p>Grammar Outcome: Relative clauses, beginning with who, which, where, why, whose that omit a relative pronoun</p> <p>Devices to build cohesion within a paragraph – then, after that</p> <p>Linking ideas across paragraphs using adverbials of time and tense choice – he had seen her before</p> <p>Spelling Outcome: Words ending in – ant, – ance/–ancy, –ent, – ence/–ency</p>	<p>Vocabulary Building 1 – 2 WEEKS</p> <p>Sensational ! Poems inspired by the five senses by Roger McGough – Focus on descriptive poetry</p> <p>Reading Outcome: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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> <p>Written Outcome: Read, write and perform free verse</p> <p>Grammar Outcome: Punctuation – commas, brackets, dashes – (Presentation)</p> <p>Spelling Outcome: - Use language of the poem to teach a spelling pattern</p> <p>Poetry included in Skellig Unit</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Link the poem LEAVE ME ALONE to The Black DEATH</p> </div>



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integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

Grammar Outcome: Devices to build cohesion within a paragraph – then, after that

Linking ideas across paragraphs using adverbials of time and tense choice – he had seen her before

Spelling Outcome: I before e except after c – receive, conceive, deceive.

Book Study 4 – 5 weeks

David Almond Skellig

Follow CLPE Book Power Year 6 for guidance.

Reading Outcome: To discuss themes and issues enabling children to make connections with their own lives

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Use **-ant** and **-ance/-ancy** if there is a related word with a

or /eɪ/ sound in the right position; – **ation** endings are often a clue. Use **-ent** and **-ence/-ency** after soft **c** (/s/ sound), soft **g** (sound) and **qu**, or if there is a related word with a clear

ɛsound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. /æ/ (/dʒ/ //

observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)

innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence

Link to the wider curriculum

Biographies about historical characters at the time of the Black Death

Of characters who embody the DREAMS behaviours. PSHCE

Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun



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	<p>deduce, predict infer using evidence and summarize</p> <p>asking questions to improve their understanding</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Written Outcome: plan, compose and edit different genres based on the text.</p> <p>Grammar Outcome: Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs – should, could</p> <p>Spelling outcome: Words ending in able and ible.</p> <p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p>	<p>Report 2 WEEKS (Newspaper)</p> <p>Link to the Wider Curriculum and write a report about the Black Death</p> <p>Reading Outcome: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>Written Outcome: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their</p>	
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	<p>changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly See Appendix 1 for Rules</p>	<p>own using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Grammar Outcome: ensuring correct subject and verb agreement when using singular and plural, Spelling Outcome: Endings which sound like /spelt –cious or –tious / əs/ If the root word ends in –ce, the sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>. Exception: <i>anxious</i>. /ʃ/ <i>vicious</i>, <i>precious</i>, <i>conscious</i>, <i>delicious</i>, <i>malicious</i>, <i>suspicious</i>, <i>ambitious</i>, <i>cautious</i>, <i>fictitious</i>, <i>infectious</i>, <i>nutritious</i></p>	
<p>Spring 1 and 2 6 weeks 5 weeks The Unknown</p>	<p>Suspense and Mystery 4 weeks Use the Literacy Shed (Ghostly Shed) and other short extracts Reading Outcome:</p>	<p>Link Report writing to Science and other curriculum areas</p>	<p>Vocabulary Building 1 week – Focus on poems which create an atmosphere Reading Outcome: identifying and discussing themes and conventions in and across a wide range of writing</p>



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	<p>Summarise, predict, deduce and infer recommending books that they have read to their peers, giving reasons for their choices</p> <p>Written Outcome: Develop the skills of building up atmosphere in writing- e.g passages building up tension</p> <p>Grammar Outcome: Focus on punctuation for effect. – Brackets, dashes, commas. Short sentences</p> <p>Spelling Outcome: Words containing the letter string ough <i>ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough</i></p>	<p>Instructions 1 week Link to wider curriculum</p> <p>Reading Outcome: identifying how language, structure and presentation contribute to meaning</p> <p>Written Outcome: Detailed instructions with clear introduction and conclusion</p> <p>Grammar Outcome: Revision of word types and sentence types.</p> <p>Spelling Outcome: Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] re-enter, re-stick,</p> <p>Persuasion 3 weeks – Link to wider curriculum – Use Alan Peat's - Teaching Outstanding Persuasive Writing</p> <p>Reading Outcome: Read a range of persuasive texts and compare and discuss how language and text features add meaning to the reader.</p>	<p>Written Outcome: Read, write and perform free verse</p> <p>Grammar Outcome:</p> <p>Spelling Outcome:</p> <p>Structure – Spoken Word Rap 2 weeks</p> <p>Michael Rosen</p> <p>Hip Hop Speaks to children – A celebration of poetry with a beat by Nikki Giovanni</p> <p>Reading Outcome: Listen to, read and respond to poetry/rap</p> <p>Written Outcome: Experiment with their own writing and performing</p> <p>Grammar Outcome: Revision</p> <p>Spelling Outcome: Revision</p>
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		<p>Written Outcome: Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes</p> <p>Grammar Outcome: Model verbs and adverbials – Different sentence types</p> <p>Spelling Outcome: Revision of Words ending in ably and ibly</p>	
<p>Summer 1 and 2 6 weeks 7 weeks</p> <p>Spread the Word!</p> <p>Link to Film Project</p>	<p>Fiction from our Literary heritage 4 – 5 WEEKS Macbeth – cipe Book power year 6</p> <p>Reading Outcome: 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>Discussion: Link to Macbeth 1 – 2 WEEKS</p> <p>Reading Outcome: Justify opinions using the text</p> <p>Written Outcome: Write up a balanced discussion presenting two sides of an argument, following a debate</p> <p>Grammar Outcome: Devices to build cohesion within paragraphs and across paragraphs – linking phrases</p> <p>Spelling Outcome: cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p>	<p>Take one Poet - poetry appreciation 2 weeks Benjamin Zephaniah</p> <p>Reading Outcome: making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Identify themes and conventions</p>



	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Summarise, predict, deduce, infer.</p> <p>Written Outcome: Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own version.</p> <p>Grammar Outcome: Punctuation for effects – presentation features</p> <p>Spelling Outcome: Homophones and other words that are often confused – See Appendix 1 for list of words.</p> <p>Author Study – Shakespeare 3 weeks</p> <p>Look at other adaptations of Shakespeare's plays – Gnomeo and Juliet</p>	<p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce and province</i>).</p> <p>official, special, artificial, partial, confidential, essential</p> <p>Report: Tourist sights London including the Globe (Link to trip) 2 WEEKS</p> <p>Collect resources</p> <p>Reading Outcome: retrieve, record and present information from non-fiction</p> <p>Written Outcome: Write a report in the form of an information leaflet, in which two or more subjects are compared</p> <p>Grammar Outcome: adverbs indicating degrees of possibility – surely, perhaps and modal verbs - might, should must</p> <p>Spelling Outcome:</p>	<p>Compare poetry</p> <p>Written Outcome: Research a particular poet – Personal responses to poetry, recite familiar poems by heart</p> <p>Grammar Outcome: Use poems to exploit grammar teaching and revision</p> <p>Spelling Outcome: Use selected poems to exploit spelling teaching and revision</p>
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	<p>As above</p> <p>Reading Outcome: Compare texts, discuss themes and conventions</p> <p>Written Outcome:</p> <p>Grammar Outcome:</p> <p>Spelling Outcome:</p>		
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