

# English Year 5 Term 1

Mr Jennings' Class

## Range

**Fiction and poetry:** novels and stories by significant children's writers; play scripts; concrete poetry and poems by significant children's writers.

**Non-Fiction:** recounts of events, activities, visits, observational records, news reports etc; instructional texts: rules, recipes, directions, instructions etc. showing how things are done.

### Medium Term Targets:

1. Edit writing to improve its quality and accuracy by adding punctuation, using a range of connectives and complex sentence constructions, and correcting spellings.

2. Identify how language is used and structured in a range of texts, *eg how dialogue is used to present a character, how a report is introduced*, using such features in their own writing.

### Continuous objectives

Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Reading comprehension</p> <p>9 to develop an active attitude towards reading; seeking answers, anticipating events, empathising with characters and imagining events that are described;</p>	<p>Pupils should be taught: Grammatical awareness</p> <p>3 to discuss proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;</p> <p>Sentence construction and punctuation</p> <p>6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list;</p>	<p>Pupils should be taught: Spelling strategies</p> <p>1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> <li>• building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;</li> <li>• applying knowledge of spelling rules and exceptions;</li> <li>• building words from other known words, and from awareness of the meaning or derivations of words;</li> <li>• using dictionaries and IT spell checks;</li> <li>• using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc..)</li> </ul>

**Novels and stories by significant children's writers**

<p>Texts (shared and guided)</p> <p><b>Dinner Ladies Don't Count (Bernard Ashley)</b>  <b>The Hooligan's Shampoo (Philip Ridley)</b></p>	<p>Reading comprehension</p> <p>1 to analyse the features of a good opening and compare a number of story openings;</p> <p>2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complications and resolution;</p> <p>3 to investigate how characters are presented, referring to the text:</p> <ul style="list-style-type: none"> <li>through dialogue, action and description;</li> <li>how the reader responds to them (as victims, heroes, etc.);</li> <li>through examining their relationships with other characters;</li> </ul> <p>4 to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays;</p> <p>10 to evaluate a book by referring to details and examples in the text;</p> <p>11 to experiment with alternative ways of opening a story using, e.g. description, action or dialogue;</p> <p>12 to discuss the enduring appeal of established authors and 'classic' texts;</p> <p>Writing composition</p> <p>13 to record their ideas, reflections and predictions about a book e.g. through a reading log or journal;</p> <p>14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters;</p> <p>15 to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.</p>	<p>Grammatical awareness</p> <p>2 to understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> <li>agreement between nouns and verbs;</li> <li>consistency of tense and subject;</li> <li>avoidance of double negatives;</li> <li>avoidance of non-standard dialect words;</li> </ul> <p>4 to adapt writing for different readers and purposed by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers;</p> <p>5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going') e.g. through</p> <ul style="list-style-type: none"> <li>finding and comparing examples from reading;</li> <li>discussing contexts and reasons for using particular forms and their effects;</li> <li>transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;  <i>(you could also link up this objective with news reports)</i></li> </ul> <p>Sentence construction and punctuation</p> <p>7 from reading, to understand how dialogue is set out e.g. on separate lines for alternative speakers in narrative, and the positioning of commas before speech marks;</p> <p>8 to revise and extend work on verbs (see Y4 objectives), focusing on:</p> <ul style="list-style-type: none"> <li>tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;</li> <li>forms: active, interrogative, imperative;</li> <li>person: 1st, 2nd, 3rd, identify and classify examples from reading; experiment with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning.</li> </ul>	<p>Spelling Conventions and rules</p> <p>4 to examine the properties of words ending in vowels other than the letter 'e';</p> <p>Vocabulary extension</p> <p>8 to identify word roots, derivations and spelling patterns, e.g. <i>sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission</i>, in order to extend vocabulary and provide support for spelling.</p> <p>9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. <i>the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up</i>. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;</p> <p>10 to use adverbs to qualify verbs in writing dialogue, e.g. <i>timidly, gruffly, excitedly</i>, using a thesaurus to extend vocabulary.</p>
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Writing Outcomes (include purpose & audience)  
 children write episode for Hooligan's Shampoo in appropriate style

**Traditional stories, myths, legends, fables from a range of cultures (introducing elements from NLS Year 5 Term 2 –to link with history topic)**

<p>Texts (shared and guided)</p> <p><b>Thesius and the Minotaur and other ancient Greek legends</b></p> <p><b>Aesop’s Fables in traditional and modern versions</b></p>	<p>Reading comprehension</p> <p>1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends; (from Y5T2)</p> <p>2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complications and resolution;</p> <p>3 to investigate how characters are presented, referring to the text:</p> <ul style="list-style-type: none"> <li>• through dialogue, action and description;</li> <li>• how the reader responds to them (as victims, heroes, etc.);</li> <li>• through examining their relationships with other characters;</li> </ul> <p>8 to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters; (from Y5T2)</p> <p>Writing composition</p> <p>1 to write own versions of legends, myths and fables, using structures and themes identified in reading;</p>	<p>Grammatical awareness</p> <p>4 to adapt writing for different readers and purposed by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers;</p> <p>5 to understand the difference between direct and reported speech (e.g. ‘she said, “I am going”, ‘she said she was going’) e.g. through</p> <ul style="list-style-type: none"> <li>• finding and comparing examples from reading;</li> <li>• discussing contexts and reasons for using particular forms and their effects;</li> <li>• transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;</li> </ul> <p><i>(you could also link up this objective with news reports)</i></p> <p>Sentence construction and punctuation</p> <p>7 from reading, to understand how dialogue is set out e.g. on separate lines for alternative speakers in narrative, and the positioning of commas before speech marks;</p> <p>8 to revise and extend work on verbs (see Y4 objectives), focusing on:</p> <ul style="list-style-type: none"> <li>• tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;</li> <li>• person: 1st, 2nd, 3rd, identify and classify examples from reading; experiment with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning.</li> </ul>	<p>Spelling Conventions and rules</p> <p>4 to examine the properties of words ending in vowels other than the letter ‘e’;</p> <p>Vocabulary extension</p> <p>10 to use adverbs to qualify verbs in writing dialogue, e.g. <i>timidly, gruffly, excitedly</i>, using a thesaurus to extend vocabulary.</p>
<p>Writing Outcomes (include purpose &amp; audience)          children write a fable; children write a fable for younger readers; children re-write story of Thesius and the Minotaur as a first person recount</p>			

**Play-scripts**

<p>Texts (shared and guided)</p> <p>model playscripts</p> <p>Aesops fables for re-writing as playscripts</p>	<p>Reading comprehension</p> <p>5 to understand dramatic conventions including:</p> <ul style="list-style-type: none"> <li>• the conventions of scripting(e.g. stage directions, asides);</li> <li>• how the character can be communicated in words and gesture;</li> <li>• how tension can be built up through pace, silences and delivery;</li> </ul> <p>Writing composition</p> <p>18 write own playscript, applying conventions learned from reading; include production notes;</p> <p>19 to annotate a section of playscript as preparation for performance taking into account pace, movement, gesture and delivery of lines and the needs of the audience;</p> <p>20 to evaluate the script and the performance for their dramatic interest and impact;</p>	<p>5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going') e.g. through</p> <ul style="list-style-type: none"> <li>• finding and comparing examples from reading;</li> <li>• discussing contexts and reasons for using particular forms and their effects;</li> <li>• transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;</li> </ul>	<p>Vocabulary extension</p> <p>7 to explain the difference between synonyms, e.g. <i>angry, irritated, frustrated, upset</i>: collect, classify and order sets of words to identify shades of meaning.</p>
<p>Writing Outcomes (include purpose &amp; audience) change story and/or joke into a play form</p>			



**Recounts of events, activities, visits, observational records, news reports etc.**

<p>Texts (shared and guided)</p> <p>Will the Warthog as model</p> <p>football match report (Letts)</p> <p>Bleriot text (reading comprehension)</p> <p>First man in space text (reading comprehension)</p>	<p>Non fiction</p> <p>Reading comprehension</p> <p>21 to identify the features of recounted texts such as sports reports, diaries, police reports, including:</p> <ul style="list-style-type: none"> <li>• introduction to orientate reader;</li> <li>• chronological sequence;</li> <li>• supporting illustrations;</li> <li>• degree of formality adopted;</li> <li>• use of connectives, e.g. <i>first...next...once</i>;</li> </ul> <p>23 to discuss the purpose of note taking and how this influences the nature of notes made;</p> <p>Writing composition</p> <p>24 to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;</p> <p>26 to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;</p> <p>27 to use simple abbreviations in note taking;</p>	<p>Grammatical awareness</p> <p>3 to discuss proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;</p> <p>Sentence construction and punctuation</p> <p>6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list;</p>	<p>Spelling conventions and rules</p> <p>5 to investigate, collect and classify spelling patterns in pluralisation, construction rules for regular spelling, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when y is preceded by a vowel, add -s;</p>
<p>Writing Outcomes (include purpose &amp; audience)</p> <p>write a recount about our Harvest Service</p>			

**Instructional texts, rules, recipes, directions, instructions, etc. showing how things are done**

<p>Texts (shared and guided)</p>	<p>Non Fiction Reading comprehension 22 to read and evaluate a range of instructional texts in terms of their:</p> <ul style="list-style-type: none"> <li>• purposes;</li> <li>• organisation and layout;</li> <li>• clarity and usefulness;</li> </ul> <p>23 to discuss the purpose of note-taking and how this influences the nature of notes made;</p> <p>Writing composition 25 to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;</p> <p>26 to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;</p> <p>27 to use simple abbreviations in note taking;</p>	<p>Grammatical awareness 1 investigate word order by examining how far the order or words in sentences can be changed:</p> <ul style="list-style-type: none"> <li>• which words are essential to meaning;</li> <li>• which can be deleted without damaging the basic meaning;</li> <li>• which words or groups of words can be moved into a different order;</li> </ul> <p>8 to revise and extend work on verbs (see Y4 objectives), focusing on:</p> <ul style="list-style-type: none"> <li>• tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;</li> <li>• forms: active, interrogative, imperative;</li> <li>• person: 1st, 2nd, 3rd, identify and classify examples from reading; experiment with transforming tenses/form/person in these examples - discuss changes that need to be made and effects on meaning;</li> </ul> <p>9 to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes;</p>	<p>Spelling conventions and rules 6 to collect, and investigate the meanings and spellings of words using the following prefixes: <i>auto, bi, trans, tele, circum</i>;</p> <p>Vocabulary extension 9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. <i>the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up</i>. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;</p>
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Writing Outcomes (include purpose & audience)  
How to use a pedestrian crossing (c.f. ICT: Control Technology)