

English Year 5 Spring Term

Mr Jennings' Class

Range

Fiction and poetry: traditional stories, myths, legends, fables from a range of cultures; longer classic poetry, including narrative.

Non-Fiction: non-chronological reports (i.e. to describe and classify); explanations (processes, systems, operations etc.); Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.

Some objectives have been placed in more than one block.

Main Medium Term Targets:	
1. To plan, compose, edit and refine short non-chronological reports and explanatory texts focusing on clarity, conciseness, and impersonal style.	2. To write longer and more complex sentences, using punctuation effectively to signpost meaning.

Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Pupils should be taught:</p> <p>Writing composition</p> <p>24 to evaluate their work</p>	<p>Pupils should be taught:</p> <p>Grammatical awareness</p> <p>Sentence construction and punctuation</p> <p>5 to use punctuation effectively to signpost meaning in longer and more complex sentences;</p>	<p>Pupils should be taught:</p> <p>Spelling strategies</p> <ol style="list-style-type: none"> 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; 2 to use known spellings as a basis for spelling other words with similar patterns of related meanings; 3 to use independent spelling strategies, including: <ul style="list-style-type: none"> • using dictionaries and IT spell checks; • using visual skills e.g. recognising common letterstrings and checking critical features (i.e. does it look right, shape, length, etc.

Longer classic poetry, including narrative poetry

Texts to be selected from	Text level work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Pied Piper of Hamelin (extract Letts p 38)</p> <p>The Cataract at Lodore (Letts p 52)</p> <p>The Diver (for onomatopoeia) (Letts p. 40)</p> <p>The Lady of Shalott (100 Literacy hours p 125)</p> <p>The Highwayman</p> <p>The Spanish Armada [storyboard ideas] (100 Literacy hours p 134)</p> <p>From a railway carriage (Classworks p92; performance, adding verses; vocabulary choice; types of nouns)</p> <p>Travel (50 shared texts p 62 see also p 64 - 68)</p> <p>Poems from <i>Just Poetry: Yr 5</i></p>	<p>4 to read a range of narrative poems;</p> <p>5 to perform poems in a variety of ways;</p> <p>6 to understand terms which describe different kinds of poems. e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;</p> <p>7 to compile a class anthology of favourite poems with commentaries which illuminate the choice;</p> <p>10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;</p> <p>12 to use the structures of poems read to write extensions based on these. e.g. additional verses, or substituting own words and ideas;</p> <p>13 to review and edit writing to produce a final form, matched to the needs of an identified reader;</p>	<p>3 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p> <p>4 to revise from Y4:</p> <ul style="list-style-type: none"> • the different kinds of noun; <p>6 to be aware of the differences between spoken and written language including:</p> <ul style="list-style-type: none"> • the use of punctuation to replace intonation, pauses, gestures • the use of complete sentences 	<p>11 to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds; e.g. <i>splash, plop, bang, clash, smack, trickle, swoop</i>;</p> <p>12 to investigate metaphorical expressions and figures of speech from everyday life;</p>

Writing Outcomes (include purpose & audience)
additional verses in the style of original poem(s) to match as closely as possible

Using information texts			
Texts to be selected from	Text level work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Bats (Letts p 56)</p> <p>Keeping healthy/Storing food (Classworks p 140; colons; clauses, finding information; notemaking)</p> <p>for note-making note-making (100 Literacy hours p 154)</p>	<p>Non fiction Reading comprehension</p> <p>16 to prepare for reading by identifying what they already know and what they need to find out;</p> <p>17 to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text - marking (vi) using CD-ROM and other IT sources, where available;</p> <p>18 how authors record and acknowledge their sources;</p> <p>19 to evaluate texts critically by comparing how different sources treat the same information;</p>	<p>1 to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;</p> <p>2 to consolidate the basic conventions of standard English:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs; • consistency on tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; <p>Sentence construction and punctuation</p> <p>7 to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines; 'police shot man with knife', <i>'Nothing acts faster than Anadin'</i>, <i>'Baby Changing Room'</i></p>	<p>Vocabulary extension</p> <p>9 to search for, collect, define and spell technical words derived from work in other subjects;</p>

Non-chronological reports, (i.e. to describe and classify)			
Texts to be selected from	Text level work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Metals (Letts p 42)</p> <p>Venus (100 Literacy Hours p 111; cf. loose Science link)</p> <p>The Sun; The path (50 shared texts p 72; p74)</p> <p>for homophones work: investigating homophones (100 Literacy hours p 158)</p>	<p>Non fiction</p> <p>Reading comprehension</p> <p>16 to prepare for reading by identifying what they already know and what they need to find out;</p> <p>18 how authors record and acknowledge their sources;</p> <p>19 to evaluate texts critically by comparing how different sources treat the same information;</p> <p>20 note making: to discuss what is meant by ‘in your own words’ and when it is appropriate to copy, quote and adapt;</p> <p>Writing Composition</p> <p>21 to convert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;</p> <p>22 to plan compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;</p> <p>23 to record and acknowledge sources in their own writing;</p>	<p>1 to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;</p> <p>Sentence construction and punctuation</p> <p>7 to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines; ‘police shot man with knife’, <i>‘Nothing acts faster than Anadin’</i>, <i>‘Baby Changing Room’</i></p> <p>8 to construct sentences in different ways, while retaining meaning through:</p> <ul style="list-style-type: none"> • combining two or more sentences; • re-ordering them; • deleting or substituting words; • writing them in more telegraphic ways 	<p>3 to use independent spelling strategies including:</p> <ul style="list-style-type: none"> • building words from other known words, and from awareness of the meaning or derivations of words; <p>6 to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. <i>eight, ate; grate, great; rain, rein, reign;</i></p>
<p>Writing Outcomes (include purpose & audience) reports in science, history and geography to inform peers</p>			

Explanations (processes, systems, operations etc.)			Texts Include guided reading)
Texts to be selected from	Text level work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>The Tomb of Tutankhamun (Letts p 54)</p> <p>The mechanical television (100 Literacy hours p 147)</p> <p>Future TV (100 Literacy hours p 152)</p> <p>The guitar – how it makes a sound The human ear (Classworks p 132; commas; making notes; passive tense)</p> <p>The Stars; The game (50 shared texts p 76; 78)</p>	<p>15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (<i>if...then, might when the....</i>); use of words/phrases to make sequential, causal, logical connections, e.g. <i>while, during, after, because, due to, only when, so</i>;</p> <p>18 how authors record and acknowledge their sources;</p> <p>19 to evaluate texts critically by comparing how different sources treat the same information;</p> <p>22 to plan compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;</p> <p>23 to record and acknowledge sources in their own writing</p>	<p>6 to be aware of the differences between spoken and written language including:</p> <ul style="list-style-type: none"> • the use of complete sentences <p>8 to construct sentences in different ways, while retaining meaning through: combining two or more sentences;</p> <ul style="list-style-type: none"> • re-ordering them; • deleting or substituting words; • writing them in more telegraphic ways <p>9 to secure the use of the comma in embedding clauses within sentences;</p>	<p>5 to investigate words which have common letter strings but different pronunciations, e.g. <i>rough, cough, bough; boot, foot</i>;</p> <p>10 to investigate further antonyms. Why do some words have opposites, e.g. <i>near, over</i>, while others have more than one opposite, e.g. <i>big, right</i> and others have none, e.g. <i>green, wall</i>? Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children’s knowledge of adjectives and adverbs;</p>
<p>Writing Outcomes (include purpose & audience) writing in science and geography to explain phenomena such as: how sound is transmitted; how particular musical instruments make sounds; how the Earth moves in space; water cycle; water treatment process</p>			

Traditional stories, myths, legends, fables from a range of cultures (elements of this unit were taught in the Autumn Term)			
Texts to be selected from	Text level work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
Mr. Fox (Letts p 48) Orpheus and Eurydice (50 shared texts p 50)	<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;</p> <p>2 to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;</p> <p>3 to explore similarities and differences between oral and written story telling;</p> <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;</p> <p>9 to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;</p> <p>10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;</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>13 to review and edit writing to produce a final form, matched to the needs of an identified reader;</p> <p>Non-Fiction Reading comprehension</p> <p>14 to make notes of a story outline as preparation for oral storytelling;</p>	<p>4 to revise from Y4:</p> <ul style="list-style-type: none"> the different kinds of noun; the function of pronouns; agreement between nouns, pronouns and verbs; <p>6 to be aware of the differences between spoken and written language, including:</p> <ul style="list-style-type: none"> conventions to guide reader; the need for writing to make sense away from immediate context; <p>10 to ensure that, in using pronouns, it is clear to what or to whom they refer.</p>	<p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; <p>Spelling Conventions and rules</p> <p>4 to explore spelling patterns of consonants and formulate rules:</p> <ul style="list-style-type: none"> -// in full becomes / when used as a suffix; words ending with a single consonant preceded by a short vowel double the consonant before adding <i>-ing</i>, etc. e.g. <i>hummed, sitting, wetter</i>; <i>c</i> is usually soft when followed by <i>i</i> e.g. <i>circus accident</i>; <p>7 the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. <i>their, theirs; your, yours; my, mine</i>;</p> <p>8 to recognise and spell the suffix: <i>-cian</i>, etc.,</p>
Writing Outcomes (include purpose & audience) story notes; story plan; story to entertain			