

# St Mark's Primary School English Medium Term Plan



Half Term: Autumn 1

Year group: 5

| Weeks | Reading Together text and key objectives   | Spelling   | Genre and key learning from NC  | SPG objectives   | Assessments |
|-------|--|--|---|--|-------------|
| 1     | <p>5SMHE - Kensuke's Kingdom : maintain a positive attitude towards reading by reading and discussing a wide range of fiction.</p> <p>5GS - Absolutely Everything maintain a positive attitude towards reading by reading and discussing a wide texts.</p> | Suffixes - cious, tious                              | <p><b><u>Descriptive writing - Features of Setting descriptions</u></b></p> <p>I can plan to write by identifying the audience for and purpose of my writing and select appropriate form and use model for my own.</p>            | <ul style="list-style-type: none"> <li>• Reminder - Capital letters /full stops.</li> <li>• Expanded noun phrase with prepositional phrases</li> <li>• Powerful adjectives</li> <li>• Apostrophes</li> </ul> |             |
| 2     | <p>5SMHE - Kensuke's Kingdom maintain a positive attitude towards reading by reading and discussing a wide range of fiction.</p> <p>5GS - Absolutely Everything maintain a positive attitude towards reading by reading and discussing a wide texts.</p>   | Suffixes - cial, tial                                | <p><b><u>Descriptive writing - Modelled piece - Setting description</u></b></p> <p>I can plan to write by identifying the audience for and purpose of my writing and select appropriate form and use model for my own.</p>        |  |             |
| 3     | <p>5SMHE - Kensuke's Kingdom make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>5GS - Absolutely Everything Retrieve information from non-fiction.</p>   | Suffixes - ant                                       | <p><b><u>Descriptive writing - Independent - Setting description</u></b></p> <p>I can assess the effectiveness of my writing, making changes to grammar, vocabulary, understanding how choices can change and enhance meaning</p> |  |             |
| 4     | <p>5SMHE - Kensuke's Kingdom make inferences from the text/explain and justify inferences with evidence from the text.</p>   | Year 5.6 spellings accommodate accompany, according, | <p><b><u>Instructions - Features of instructions</u></b></p> <p>I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>                    | <ul style="list-style-type: none"> <li>• Adverbials of time</li> <li>• Imperative verbs</li> <li>• adverbs</li> </ul>  |             |

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|   |  | achieve,<br>aggressive.   | I can use a wide range of devices to build cohesion within and across paragraphs.   |                    |  |
|   | 5GS - Absolutely Everything<br>Retrieve information from non-fiction.  |   |   |                    |  |
| 5 | 5SMHE - Kensuke's Kingdom<br>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | Year 5.6 spellings<br>amateur, ancient,<br>apparent,<br>appreciate,<br>attached         | <b><u>Instructions - Modelled piece - Instructions for making a paper plane</u></b><br>I can plan to write by identifying the audience for and purpose of my writing and select appropriate form and use model for my own.  |                    |  |
|   | 5GS - Absolutely Everything<br>Summarise ideas from more than one paragraph.   |   |   |                    |  |
| 6 | 5SMHE - Kensuke's Kingdom<br>Explain the meaning of words in context   | Year 5.6 spellings<br>Available,<br>average,<br>awkward, bargain,<br>bruise             | <b><u>Instructions - Independent - Instructions for making an origami bunny.</u></b><br>I can assess the effectiveness of my writing, making changes to grammar, vocabulary, understanding how choices can change and enhance meaning<br>I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |                    |  |
|   | 5GS - Absolutely Everything<br>Summarise ideas from more than one paragraph.   |   |   |                    |  |
| 7 | 5SMHE - Kensuke's Kingdom<br>Explain the meaning of words in context   | Year 5.6 spellings<br>Category,<br>cemetery,<br>committee,<br>communicate,<br>community | <b><u>Descriptive writing - Features of Setting descriptions</u></b><br>I can plan to write by identifying the audience for and purpose of my writing and select appropriate form and use model for my own.<br>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.  | • Relative clauses |  |
|   | 5GS - Absolutely Everything<br>Summarise ideas from more than one paragraph.   |   |   |                    |  |