



SHERINGDALE  
GROWING DREAMS

## Year 5 English MTP

### Handwriting objectives to be taught throughout the year...

Year 5/6 Programme of study (statutory requirement)	Notes and guidance (non-statutory)
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.</p>



Autumn 1 Text: The London Eye Mystery Tales from Africa (BHM)	Year 5 objectives
Recount (based on personal experience)	<ul style="list-style-type: none"><li>• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '<i>As he was running away he noticed...</i>', possible supporting illustrations, degree of formality adopted and use of connectives.</li><li>• Use the language features of recounts including formal language when recounting events orally and written.</li><li>• Using a wide range of devices to build cohesion within and across paragraphs</li><li>• Ensure consistent and correct use of tense throughout a piece of writing.</li><li>• Use perfect form of verbs to mark relationships of time and cause</li><li>• Using standard noun phrases to communicate complicated information concisely</li><li>• Identify the audience for and purpose for their writing e.g. could write recounts based on the same subject such as a visit, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</li></ul>



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<p><b>Week 1 &amp; Week 2</b> Exploring a text (POR)</p>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• 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</li> </ul> <p><b>understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar as models for their own</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>
<p><b>Week 3</b> Letter</p>	<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• select and use appropriate registers for effective communication.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• 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</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• Converting nouns or adjectives into verbs using suffixes</li> </ul>



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<p><b>Week 4</b> Letter extended write</p>	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>precising longer passages</li> </ul> <p><b>Edit by:</b></p> <ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> <li>Spell some words with silent letter</li> </ul>
<p><b>Week 5</b> Description</p>	<ul style="list-style-type: none"> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>making comparisons within and across books</li> </ul> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>
<p><b>Week 6</b> Narrative</p>	<ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>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</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>use apostrophe for possession</li> <li>Punctuate direct speech correctly</li> </ul> <p><b>Edit by:</b></p> <ul style="list-style-type: none"> <li>Check spelling and punctuation mistakes</li> <li>Look for adjectives to up level</li> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>



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<p><b>Week 7</b> Narrative BHM text African Tales</p>	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>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</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li><b>draft and write by:</b></li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Punctuate direct speech correctly</li> <li><b>Edit by:</b></li> <li>Check spelling and punctuation mistakes</li> <li>Look for adjectives to up level</li> </ul>
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Autumn 2	Year 5 objectives
<p><b>Book: Suffragettes: The Battle for Equality</b></p>	
<p><b>Week 1</b> Persuasion</p>	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>distinguish between statements of fact and opinion</li> <li>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</li> <li><b>draft and write by:</b></li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>proof-read for spelling and punctuation errors</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Punctuating bullet points consistently</li> </ul>



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<p><b>Week 2</b></p> <p>Persuasive letter</p> <p>extended write</p>	<ul style="list-style-type: none"> <li>• select and use appropriate registers for effective communication.</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• provide reasoned justifications for their views.</li> <li>• <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>• <b>draft and write by:</b> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Using modal verbs to indicate degrees of possibility</li> <li>• Linking ideas across paragraphs using adverbials of time</li> <li>• proof-read for spelling and punctuation errors</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use a thesaurus</li> </ul> </li> </ul>
<p><b>Week 3</b></p> <p>Narrative</p> <p>(Writing in character)</p>	<ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• 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</li> <li>• <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>draft and write by:</b> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>• <b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> </ul>



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<p><b>Week 4 and Week 5</b> Non-chronological report</p> <p>Week 5: <b>Assessed piece</b></p>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>retrieve, record and present information from non-fiction</li> <li><b>Plan their writing by:</b></li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li><b>draft and write by:</b></li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li><b>evaluate and edit by:</b></li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> </ul>
<p><b>Week 6</b> Poetry Range of choral and performance poetry</p>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>use relevant strategies to build their vocabulary</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use a thesaurus</li> <li>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</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p>learning a wider range of poetry by heart</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Perform their own compositions , using appropriate intonation, volume and movement so that meaning is clear</li> </ul>



Spring 1 Book: Street Child	Year 5 objectives
<p><b>Recount (based on personal experience)</b></p>	<ul style="list-style-type: none"> <li>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. <i>'As he was running away he noticed...'</i>, possible supporting illustrations, degree of formality adopted and use of connectives.</li> <li>Use the language features of recounts including formal language when recounting events orally and written.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Use perfect form of verbs to mark relationships of time and cause</li> <li>Using standard noun phrases to communicate complicated information concisely</li> <li>Identify the audience for and purpose for their writing e.g. could write recounts based on the same subject such as a visit, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</li> </ul>
<p><b>Week 1 Exploring a text POR</b></p>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>



## Year 5 English MTP

### Week 2 Diary

- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- using a wide range of devices to build cohesion within and across paragraphs
- using passive verbs to affect the presentation of information in a sentence
- using expanded noun phrases to convey complicated information concisely
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using brackets, dashes or commas to indicate parenthesis
- proof-read for spelling and punctuation errors
- 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



## Year 5 English MTP

Week 3 and 4  
Narrative  
(historical story)

Week 4:  
extended write

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- use relevant strategies to build their vocabulary
- 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
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using expanded noun phrases to convey complicated information concisely
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- use relevant strategies to build their vocabulary
- 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
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using expanded noun phrases to convey complicated information concisely
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **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
- proof-read for spelling and punctuation errors
- distinguish between statements of fact and opinion
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks



## Year 5 English MTP

### Week 5 & 6 Playscript

- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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



**SHERINGDALE** Year 5 English MTP  
GROWING DREAMS

<p><b>Spring 2</b></p> <p><b>Book: Varmints (3 weeks)</b></p> <p><b>Professor Branestawm (2 weeks)</b></p> <p><b>Daffodils Wordsworth (1 week)</b></p>	<p><b>Year 5 objectives</b></p>
<p><b>Week 1</b></p> <p>Persuasive argument</p>	<ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• distinguish between statements of fact and opinion</li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>



## Year 5 English MTP

### Week 2 and Week 3 Balanced argument

- 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
- 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
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- 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
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using hyphens to avoid ambiguity
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- **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
- proof-read for spelling and punctuation errors

**Recount – Newspaper (personal experience Lockdown)  
Extended Write and assessed**

- 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
- 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
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **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
- Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. 'As he was running away he noticed... ', possible supporting illustrations, degree of formality adopted and use of connectives.
- Use the language features of recounts including formal language when recounting events orally and written.
- Using a wide range of devices to build cohesion within and across paragraphs
- Ensure consistent and correct use of tense throughout a piece of writing.
- Use perfect form of verbs to mark relationships of time and cause
- Using standard noun phrases to communicate complicated information concisely
- Identify the audience for and purpose for their writing e.g. could write recounts based on the same subject such as a visit, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.
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Year 5 English MTP

<p>Summer 1</p> <p>Book: Letters from the Lighthouse</p>	<p>Year 5 objectives</p>
<p>Week 1</p> <p>Instructions</p>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>proof-read for spelling and punctuation errors</li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> <li>use imperative verbs</li> </ul>
<p>Week 2 and 3</p> <p>Biography</p>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> </ul>



## Year 5 English MTP

**Week 4, 5 and 6**  
Narrative  
(different perspectives)

**Extended Write**  
**Week 6**

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- identifying and discussing themes and conventions in and across a wide range of writing
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- use fronted adverbials
- use prepositions
- 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



<p>Summer 2</p> <p>Book: Kensuke's Kingdom</p>	<p>Year 5 objectives</p>
<p>Week 1 and week 2</p> <p>Argument</p> <p>Extended write</p>	<ul style="list-style-type: none"> <li>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</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>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</li> <li>provide reasoned justifications for their views.</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>a using commas and hyphens to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li><b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>
<p>Week 3 and Week 4</p> <p>Description</p> <p>Assessed piece</p>	<ul style="list-style-type: none"> <li><b>Draft and write by:</b> <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>Edit using the skills taught in year 5</li> </ul>



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<b>Week 5 and week 6</b> Exploring language	<ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• 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</li> <li>• 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</li> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>
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Spelling work for Year 5/6 Statutory requirements

Statutory requirements	Term and week	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /jəs/ spelt -cious or -tious	Summer 1 and week 1 and 2	Not many common words end like this. If the root word ends in -ce, the // sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious



**SHERINGDALE** Year 5 English MTP  
GROWING DREAMS

Endings which sound like /jəl/	Summer 1 week 3 and 4	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Summer 2 week 1 and 2	Use –ant and –ance/–ancy if there is a related word with a /æ/ 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 (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	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



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<p>Words ending in –able and –ible Words ending in –ably and –ibly</p>	<p>Autumn 1 week 5</p> <p>Spring 1 week 4 and 5</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation.</p> <p>The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
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Year 5 English MTP

beginning with vowel letters to words ending in -fer	Spring 2 week 3 and 4	The r is doubled if the -fer is still stressed when the ending is added.  The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Autumn 2 week 3 and 4	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, cooperate, co-own
Words with the /i:/ sound spelt ei after c	Spring 2 week 6	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	Autumn 1 week 1 and 2	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Autumn 1 week 3 and 4	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch	doubt, island, lamb, solemn, thistle, knight



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<p>Homophones and other words that are often confused</p>	<p>Autumn 1 week 6  Spring 2 week 6</p>	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make</p>	<p>advice/advise device/de- vise licence/license prac- tice/practise proph- ecy/prophesy</p> <p>farther: further      fa- ther: a male parent</p> <p>guessed: past tense of the verb guess      guest: visitor      heard: past tense of the verb hear</p> <p>herd: a group of animals</p> <p>led: past tense of the verb lead      lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective re- ferring to a previous time (e.g. In the past) or prepo- sition or adverb showing place (e.g. he walked past me)      passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)</p> <p>precede: go in front of or before.      pro- ceed: go on</p>
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## Year 5 English MTP

		something complete or more complete (e.g. her scarf complemented her outfit).	
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**SHERINGDALE** Year 5 English MTP  
GROWING DREAMS

<p>Homophones and other words that are often confused (continued)</p>	<p>Summer 1 week 5 and 6  Summer 2 week 4 and 5</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>
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5 to be covered each week

**Word List- Years 5 and 6**



Year 5 English MTP

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Notes and guidance (non-statutory)



Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
- The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.
- Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.

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**SPAG medium term plan: autumn term**  
**Year 5**

**SPAG should be should be integrated into lessons and used across the literary genres insofar as is possible.**

**Children should be challenged and extended through the complexity and variety of vocabulary, punctuation, sentence formulation and structure they are asked to use.**

Unit	Level	Learning Objectives
Week 1	Word	Converting nouns into verbs using suffixes [for example, -ate; -ise; -ify]
Week 2	Word	Converting adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
Week 3	Word	Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Week 4	Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun
Week 5	Sentence	Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i> ]
Week 6	Sentence	Indicating degrees of possibility using modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]



SHERINGDALE GROWING DREAMS Year 5 English MTP

Week 7	Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]
Week 8	Text	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i> ].
Week 9	Text	Linking ideas across paragraphs using adverbials of place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ]
Week 10	Text	Linking ideas across paragraphs using tense choices [for example, <i>he <b>had</b> seen her before</i> ]
Week 11	Punctuation	Brackets to indicate parenthesis
Week 12	Punctuation	Dashes or commas to indicate parenthesis
Week 13	Punctuation	Use of commas to clarify meaning or avoid ambiguity

**SPAG medium term plan: Spring term**  
**Year 5**

Unit	Level	Learning Objectives
Week 1	Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity
Week 2	Word	Converting nouns into verbs using suffixes [for example, <i>-ate; -ise; -ify</i> ]
Week 3	Word	Converting adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i> ]
Week 4	Word	Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i> ]
Week 5	Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
Week 6	Sentence	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i> ]
Week 7	Sentence	Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i> ]
Week 8	Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]
Week 9	Text	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i> ].
Week 10	Text	Linking ideas across paragraphs using adverbials of place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ]
Week 11	Text	Linking ideas across paragraphs using tense choices [for example, <i>he <b>had</b> seen her before</i> ]



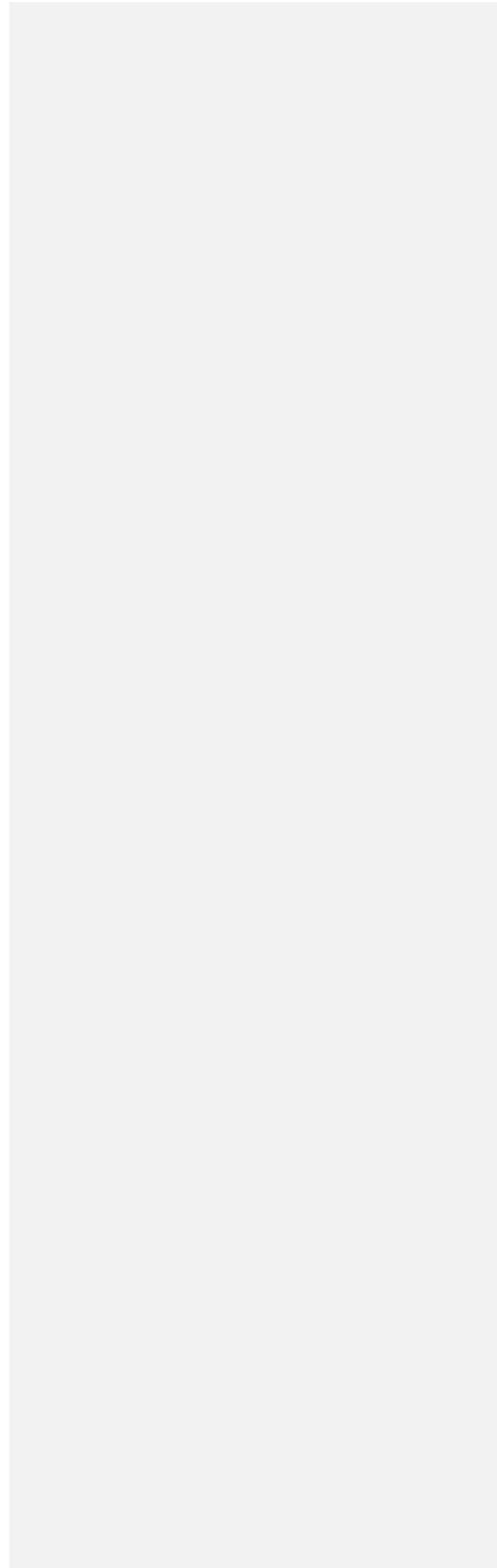
Year 5 English MTP

**SPAG medium term plan: Summer term**  
**Year 5**

<b>Week 1</b>	Punctuation	Brackets to indicate parenthesis
<b>Week 2</b>	Punctuation	Dashes or commas to indicate parenthesis
<b>Week 3</b>	Punctuation	Use of commas to clarify meaning or avoid ambiguity
<b>Week 4</b>	Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity
<b>Weeks 5 - 11</b>	Varied	Focus on any learning objectives not mastered.

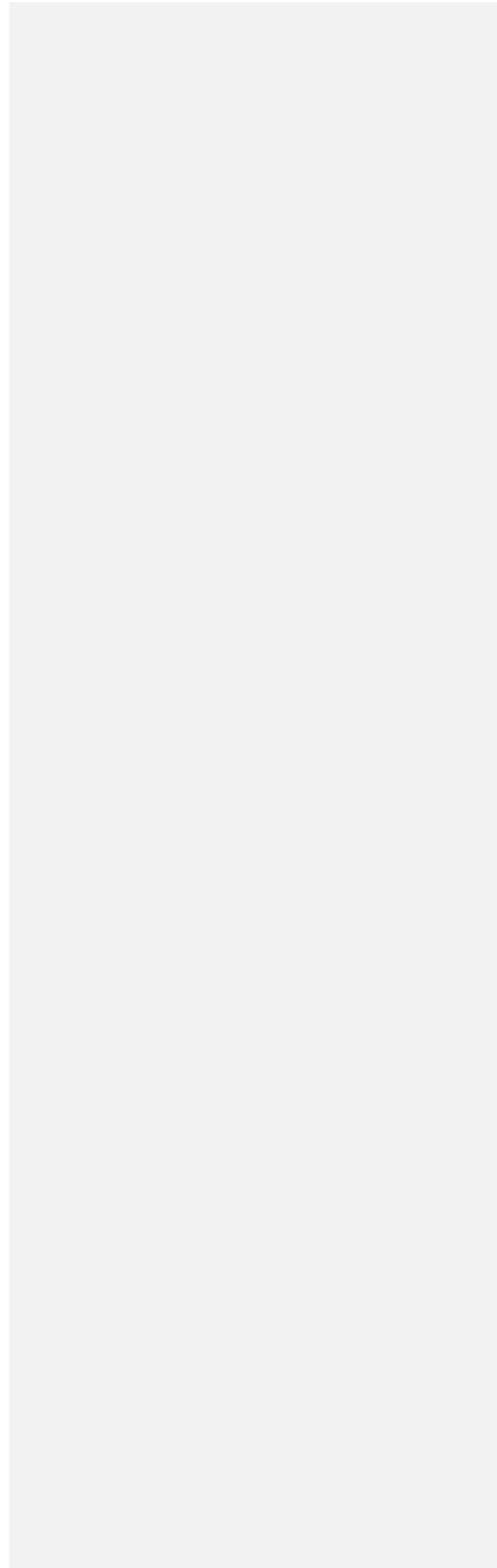


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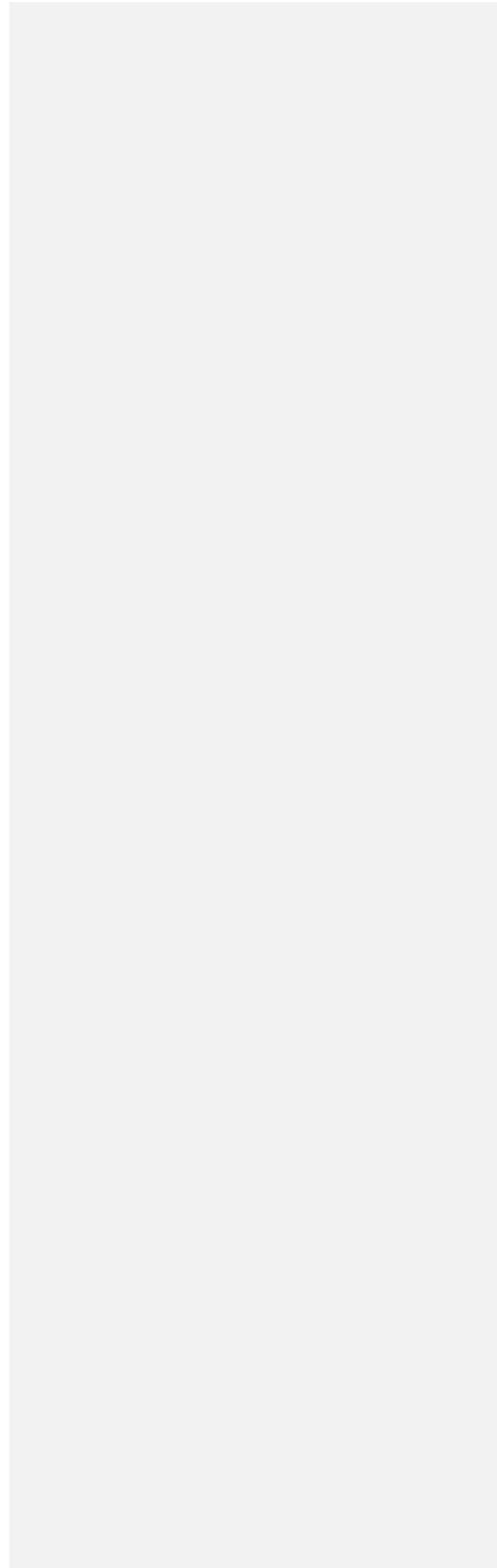


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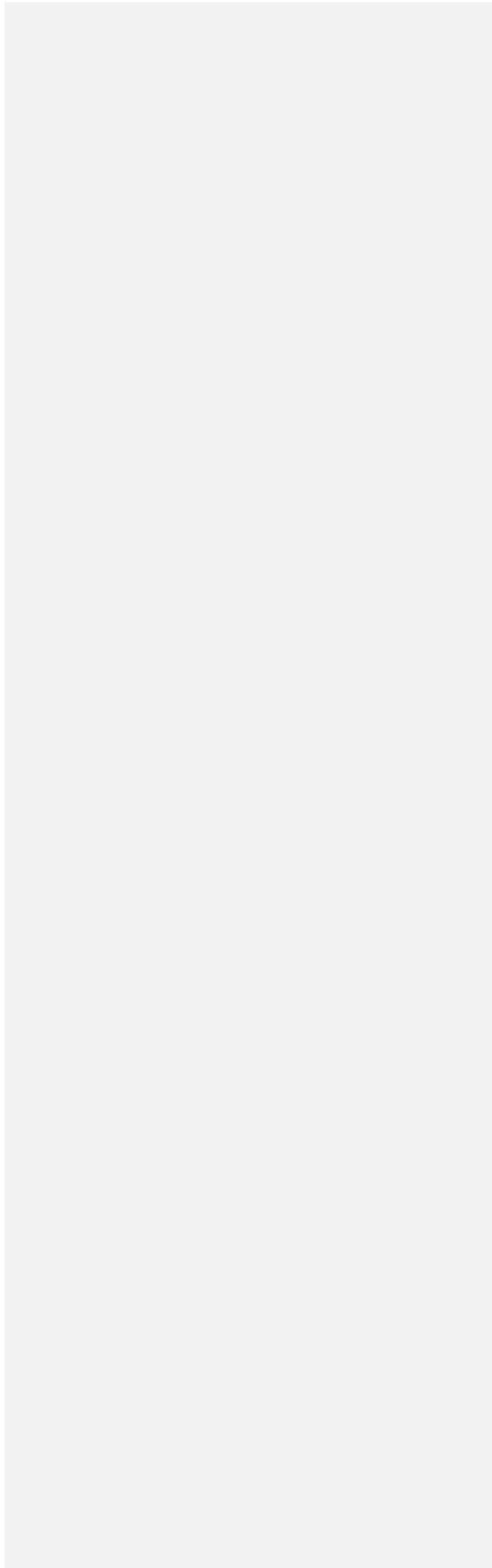


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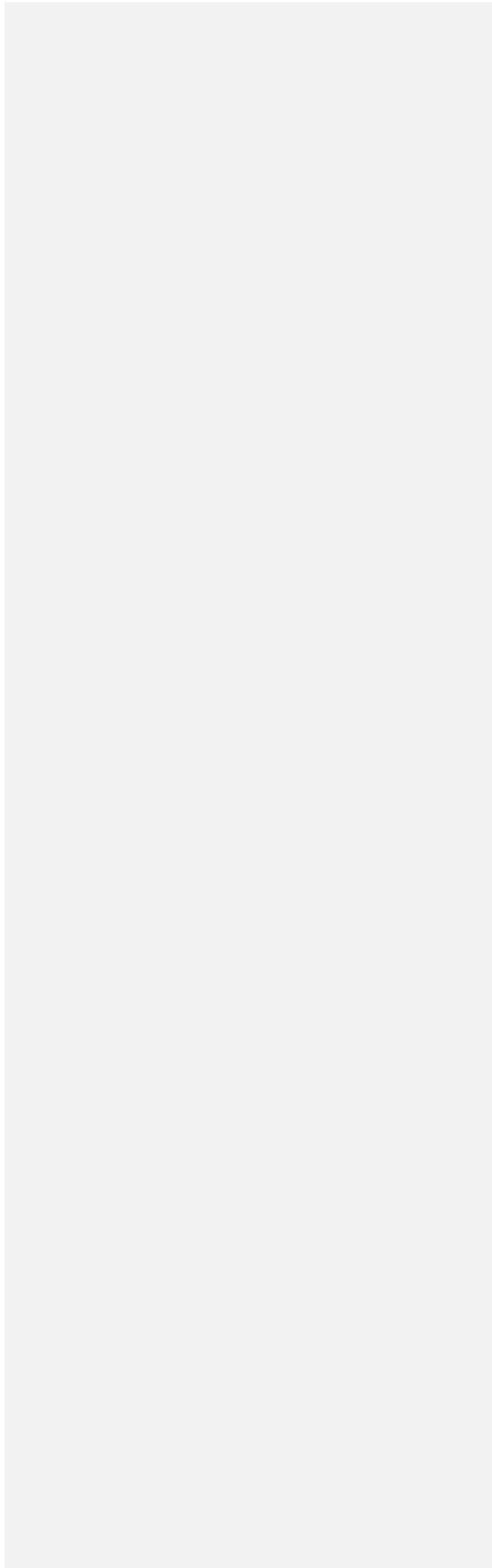


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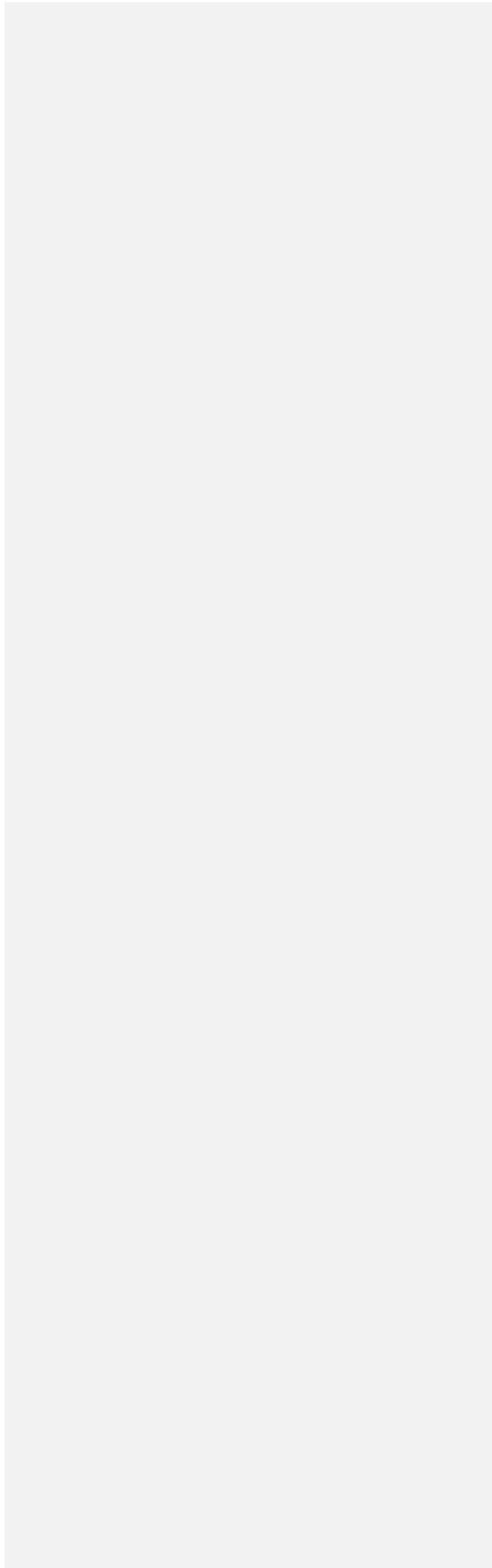


Year 5 English MTP





Year 5 English MTP





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