



**English Medium Term Plan**

**Year Group: 5**

**Term: Autumn 2017**

<p><b>Teaching Sequences</b></p> <p><b>Text/ Outcome</b></p>	<p><b>Usborne Illustrated Thesaurus</b> (non-fiction) (3 wks) To create a page of the thesaurus that includes words and their synonyms then collated into a class thesaurus.</p>	<p><b>A Thief in the Village</b> (fiction) (3 weeks)  To write a story about a toy that they really want.</p>	<p><b>Grammar focus</b> Sentence structure Identifying key parts of speech</p>	<p><b>Ripley's Mighty Machines</b> (non-fiction) (3 weeks)  Children to create an information page to include in a class book.</p>	<p><b>Grammar</b> <b>Different ways to construct sentences</b> (1 week)  No Nonsense Grammar</p>	<p><b>Topic based writing</b> (Linked with local history topic) (2 weeks)  To write different text types linked to the class topic / Christmas.</p>
<p><b>Phonics/ Spelling Pathways</b></p>	<p><b>First half of term</b></p>			<p><b>Second half of term</b></p>		
<p>(KS2 15x 15 min slots a half term as a minimum)</p>	<p>-ough letter string Words with silent letters Spelling logs and statutory word lists Words with –able, and –ible Homophones – aisle/isle, aloud/allowed, herd/heard, past/passed, steel/steal, alter/altar, led/lead Revise Y3 &amp; Y4 spelling objectives</p>			<p>Revise plurals eg adding -s, -es and –ies Revise apostrophe for contraction. Use of the hyphen co-ordinate, re-enter, co-operate, co-own etc Proof-reading focusing on checking words form personal lists Use dictionary to support teaching of word roots, derivations and patterns Spelling logs and statutory word lists.</p>		
<p><b>Guided Reading</b></p>	<p><b>First half of term</b></p>			<p><b>Second half of term</b></p>		
	<p>The Wolves of Willoughby Chase Explain and explore the meaning of words in context Ask and answer questions to improve understanding of themes and authorial intent Discuss and evaluate texts, commenting on writers' use of words.</p>			<p>Identify and summarise main ideas from across a text. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence Discuss viewpoints (both of the author and fictional characters), within a text.</p>		