

MEDIUM TERM PLANNING Autumn 1 (7 weeks)
Marsh Green Primary School



Year 5	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Animals in Danger	Make a Difference Week	Reading: • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give greater attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • 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 • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • provide reasoned justifications for their views Writing: • write: – a persuasive yet factual report for a radio broadcast: understanding form, purpose and audience identifying relevant information to include and surplus information to discard, matching form and organization to purpose and audience – a breaking news article: understanding form, purpose and audience identifying relevant information to include and surplus information to discard – a biographical magazine article: understanding form, purpose and audience. Identifying relevant information to include and surplus information to discard • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • identify and use determiners • extend the range of sophisticated vocabulary used for dramatic effect • identify and use adverbials of more than one word (time adverbials) • extend the range of fronted adverbials to include adverbials of more than one word (time adverbials) • extend the range of sophisticated vocabulary used for dramatic effect • identify and use adverbials of more than one word (time, place and cause) linking and relating events across time • link ideas across paragraphs using adverbs/adverbials of time • identify and use relative clauses starting with who, which, where, when, whose, that (and that omit the relative pronoun) • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using facts to justify opinion and strengthen argument • using rhetorical questions, personal pronouns and other emotive language to persuade. • using expanded noun phrases to build interesting descriptions					

		• using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • using inference to develop understanding. Using alliteration and Power Punctuation for dramatic effect • extending the range of time adverbs/adverbials • using fronted adverbials to structure writing • extending the range of adverbs of cause (consequently, therefore)
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