

Year 5	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 Annie's Anthology	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 short story for a children's anthology: exploring more sophisticated narrative devices: time slips, understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing, understanding form, purpose and audience, developing characters, setting and atmosphere using metaphors and similes, using inference to develop understanding (of characters), developing character through dialogue, extending setting descriptions using the senses and varying pace through description – a persuasive review: understanding purpose, structure and form, using comparatives and dare-to-disagree statements to persuade, using facts/evidence to justify opinion and strengthen argument – a descriptive, atmospheric poem: exploring rhythm in poetry, using similes, metaphors and personification to create vivid descriptions in poetry • plan, draft, evaluate and edit writing. Proof-read for spelling and punctuation errors • identify and use adverbials of more than one word (time and manner) • identify and use relative clauses starting with who, which, where, when, whose, that (or omitting 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 Power Punctuation, including ellipsis, for dramatic effect • using rhetorical questions • using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • understanding the difference between formal and informal language and which to use in different contexts • using superlatives and other emotive vocabulary to persuade • using simple end-rhyme in poems • using similes to create vivid descriptions						