



MEDIUM TERM PLANNING Spring 1 (5 weeks and 2 days)

Marsh Green Primary School

Year 5	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Time Travel	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 • use source materials and role-play to gather information to form the basis of a non-chronological report Writing: • write: – an informative factual report for a radio broadcast, using inference to develop understanding – a recount of events – a balanced argument: understanding structure (title, opening statement, both sides of the argument, closing statement) • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • understand the difference between the active and passive voice and using the passive voice to affect the presentation of information. • use personal and possessive pronouns within and between sentences and avoid repetition (noun/pronoun agreement) • ensure subject-verb agreement • extend the range of adverbials of time (early yesterday morning, eventually, after a while) and place (inside, near, out of the city) linking and relating events across time • link ideas across paragraphs using adverbs/adverbials of time and place • structure an argument and provide cohesion (however, nevertheless, in contrast, on the other hand) • use different techniques to draw conclusions: giving an opinion using adverbials (including fronted adverbials) • use the passive voice to affect the presentation of information • 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: • extend character and setting descriptions using the senses • develop characters and setting using metaphor and simile • use expanded noun phrases to create interesting descriptions					

- | | |
|--|---|
| | <ul style="list-style-type: none">• identify relevant information to include and surplus information to discard• understand and using features of non-chronological reports: paragraphs, headings, subheadings, generalizing language (some, most, often)• use adverbials of more than one word (time/place), including fronted adverbials• use evidence to strengthen an argument |
|--|---|