

MEDIUM TERM PLANNING Spring 2 (6 weeks)
Marsh Green Primary School



Year 5	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Mystery at the Red Café	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: – an informative attention-grabbing news article: matching form and organization to purpose and audience; exploring the structure and typical language used (headline, by-line, standfirst) – a letter of explanation: matching form and organisation to audience and purpose – a gripping mystery story: using inference to develop understanding (of character); exploring more sophisticated narrative devices, including flashbacks; using intonation and expression to engage the reader and add interest • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • link and relate events across time and linking ideas across paragraphs, using adverbs/adverbials of time • identify and use relative clauses starting with who, which, where, when, whose, which distinguish between defining and non-defining relative clauses • use correlative conjunctions: either... or, not only... but, both... • use adverbs (perhaps, surely) and modal verbs (can, might, should, will, must) to indicate degrees of possibility • identify and use the past perfect tense • use brackets, dashes and commas for parenthesis • 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: • use a wide range of adverbials of time (early yesterday morning, eventually, at that moment, after a while, for a while), place (inside, near, on the road, out of the city, from the west, around the trees) and cause (however, consequently, therefore) • identify relevant information to include and irrelevant or surplus information to discard • use varied sentence structures, including sentences with an extended range of adverbial phrases and fronted adverbials, subordinate clauses and single-clause sentences for effect • understand the narrative writing process - planning, developing, drafting, revising, editing and polishing					