



Brierley English Medium Term Plan: Year 5

Year 5 Reading Spine

Narrative	Classics	Drop-and-read	Poems and rhymes	Additional texts
<p> The Darkest Dark by Chris Hadfield</p> <p> Jumanji by Chris Van Allsburg</p>	<p> The Secret Garden by Frances Hodgson Burnett</p>	<p> The Boy in the Tower by Polly Ho Yen</p> <p> The Lion, the Witch and the Wardrobe by C.S. Lewis</p> <p> The Boy at the Back of the Class by Onjali Rauf</p> <p> The Hobbit by J.R.R. Tolkien</p>	<p> Deep in the Green Wood by Wes Magee</p> <p>Poems by Ted Hughes (including Ted Hughes: Collected Poems for Children)</p> <p></p>	<p> The Mysteries of Harris Burdick by Chris Van Allsburg</p> <p>Jacques Cousteau biography </p> <p> The Graveyard Book by Neil Gaiman</p> <p>Rooftoppers by Katherine Rundell </p>

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Place value unit - Grammarsaurus 2. Non-fiction: non-chronological report about a topic from last year (The Vikings) 3. Non-fiction: non-chronological report about a topic from this year (space) 4. Narrative: third person retell of part of a familiar story (based on the drop-and-read text 'The Boy in the Tower') 2 pieces from one text Week 12 poetry focus Deep in the Green Wood by Wes Magee	1. Non-fiction: informal biography 1 linked to space (e.g. Neil Armstrong) 2. Non-fiction: informal biography 2 linked to space (e.g. Chris Hadfield) 3. Narrative: first person historical fiction writing linked to the drop-and-read text 'The Lion, the Witch and the Wardrobe' (2 pieces from one text) 4. Non-fiction: recount about a class trip or experience (Quarry Bank Mill) 5. Non-fiction: diary 1 (diary of a mill worker linked to the trip and history topic The Victorians) Week 12 poetry focus: narrative poems	1. Non-fiction: diary 2 (diary entry written as a character from the story 'The Boy at the Back of the Class') 2. Narrative: first person narrative based on the drop-and-read text 'The Boy at the Back of the Class' 3. Non-fiction: formal biography (based on explorers e.g. David Attenborough) 3. Narrative: based on the drop-and-read text 'The Hobbit' (2 pieces from one text) Week 12: poetry focus: performance poetry
Reading	<i>Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.</i>		

	<p>Set texts: Examples of non-chronological reports Non-fiction texts based on the Vikings Non-fiction texts based on space 'The Boy in the Tower' by Polly Ho Yen 'Deep in the Green Wood' by Wes Magee Debates (e.g. linked to the moon landing)</p>	<p>Set texts: Examples of informal biographies Non-fiction texts linked to space and astronauts The Darkest Dark by Chris Hadfield 'The Lion, the Witch and the Wardrobe' by C.S. Lewis Examples of recounts Examples of diaries Narrative poems (Let's Explore Poets, Collections and Interviews Children's Poetry Archive) (new skills: metaphors and personification)</p>	<p>Set texts: Examples of formal biographies 'The Hobbit' by J.R.R. Tolkien Poems to perform: focus poet: Ted Hughes (useful links: CLPE and Ted Hughes - Children's Poetry Archive and book Ted Hughes: Collected Poems for Children on the reading spine)</p>
Cross curricular Links	Non-chronological report linked to science topic on space	Biography linked to science topic on space (Chris Hadfield) Recount linked to history trip (Quarry Bank Mill) and topic on the Victorians Diary writing linked to the Victorians	Biography writing linked to geography - explorers
Written units in detail	<p>Block 1</p> <p>1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) (3 weeks) Three-week unit following Grammarsaurus, focused on children consolidating the basics of sentence structure and punctuation.</p> <p>2. Non-fiction: non-chronological report 1 (linked to previous curriculum topic: the Vikings) (2 weeks) Children to understand the purpose, features, layout and language of a non-chronological report and compare different examples of non-chronological reports. Children to plan and write one linked to a topic they covered last year. Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report linked to a topic from last year (the Vikings)</p> <p>3. Non-fiction: non-chronological report 2 (linked to a current curriculum topic: space) (2 weeks) Children to apply and build on their understanding of non-chronological reports in order to plan and write one linked to a topics from this half term (space). Independent write: children to write a non-chronological report linked to a topic from this half term (space)</p> <p>4. Narrative: retell of part of a known story (linked to the drop-and-read text: 'The Boy in the Tower') (4 weeks) (2 pieces linked to one text) Four-week unit running until the end of week 11. Narrative writing linked to the drop-and-read text which has been covered in the half term up to now ('The Boy in the Tower'). Focus on (in addition to what SPaG should be taught in Year 5) making links across paragraphs and using ambitious vocabulary with a good awareness of the reader. Independent write: children to write their own short narrative in third person linked to one part of chosen drop-and-read text. Give children options for which part of the story to focus on.</p> <p>Week 12 poetry focus (1 week) Poetry taken from 'Deep in the Green Wood' by Wes Magee No hot task needed for this</p> <p>SPaG to be covered in block 1</p> <p>Organise paragraphs around a theme Use and punctuate fronted adverbials Use and punctuate direct speech Choose appropriate nouns or pronouns to avoid repetition Use expanded noun phrases to describe characters and settings with a wider range of ambitious vocabulary Extend a range of sentences with more than one clause by using a wider range of conjunctions (when/if//because/although) Use the present perfect form of verbs in contrast to the past tense Use apostrophes consistently for omission and possession</p>		

Use a dictionary
Use a thesaurus
Use expanded noun phrases to convey complicated information concisely
Begin to use a range of devices to build cohesion within and across paragraphs

Block 2

1. Non-fiction: informal biography 1 (2 weeks)

Children to understand the language, layout, features and purpose of an informal biography and discuss and compare various examples of them. Children to plan and write an informal biography about a chosen astronaut (e.g. Neil Armstrong). Children to build up skills of writing with an informal tone (and compare to formal) and in the third person. Practise as a class (through shared/model and then paired writes) writing and up-levelling sections of a biography – could also include editing writing to make it more informal.

Independent write: children to write two sections of an informal biography about Jaques Cousteau (children to write an introduction to who he was and then choose two other sections to write (include more than one paragraph within a section to be able to paragraph).

Greater depth: could include a section at the end written in the present tense to summarise that person now (e.g. today, Armstrong is remembered for ...)

2. Non-fiction: informal biography 2 (2 weeks)

Children to continue to consolidate and build on their knowledge and understanding of informal biography writing and apply this to a different astronaut (e.g. Chris Hadfield). The picture book 'The Darkest Dark' by Chris Hadfield, along with his Youtube channel, can be used alongside this unit to support with knowledge and understanding.

Independent write: children to write two sections of an informal biography about Jaques Cousteau (children to write an introduction to who he was and then choose two other sections to write (include more than one paragraph within a section to be able to paragraph).

Greater depth: could include a section at the end written in the present tense to summarise that person now (e.g. today, Hadfield continues to ...)

3. Narrative: first person historical fiction retell which builds tension based on the drop-and-read text 'The Lion, the Witch and the Wardrobe' (4 weeks, 2 pieces)

Children to practise and apply their SPaG skills by focusing on different parts of the story (teacher to model and then children to have a go). Focus on paragraphing and making links across paragraphs and building tension for the reader. Continue work on using ambitious vocabulary to describe and use of dialogue to move the action along. Children to produce two pieces linked to the same text with at least one of these including dialogue. Children to have already built a secure understanding of the story and linked vocabulary through drop-and-read sessions and be able to orally retell the story (it would be useful to story-map the story as a class and add to the working wall). Children to have the opportunity to read various examples of narrative writing which focuses on building tension for the reader and uses dialogue to move action along. It is important that children make the links between what they write and the effect on the reader.

Independent write: (2 pieces from one text) All children could do the same chosen part of the story for the first piece and then introduce an element of choice for the second piece. Choose one part of the story where children can build tension and children to write a short narrative based on this part in first person and building up tension. For those children who are confident enough, options could be given of different parts of the story to focus on.

Greater depth: children could write from a different point of view

4. Non-fiction: recount linked to a real experience (e.g. trip to Quarry Bank Mill) (1 week)

Children to understand the language, features, layout and purpose of a recount and discuss and compare different examples. Children to build on recount writing from last year. This unit to be based on a real experience, for example a class trip or experience day linked to the history topic, the Victorians. Children to have opportunities to talk about and describe what they did, noting the most important events, putting events into order (photos would help with this) and describing their favourite part. Children to practise writing in first person, past tense and with an awareness of the reader when describing events. Opportunities for paired writing and up-levelling would help with this.

Independent write: children to write a first-person recount based on a real experience

5. Non-fiction: diary (linked to the history topic the Victorians and the trip – diary of a mill worker) (2 weeks)

Children to build on their understanding of diary writing from last year and look at and compare different examples of diaries to recap the language, layout, features and purpose of a diary. Children to write a diary as a mill worker, using their knowledge from history work on the Victorians and their experience of the mill during their class trip. Children to adopt an informal tone, writing in the first person.

Independent write: children to write a diary

Greater depth: children could write more than one entry from different times/days

Week 12 poetry focus (1 week)

Focus on narrative poems (metaphors and personification)

No hot task needed for this

SPaG to be covered in block 2

Consolidate and continue to use punctuation and grammar taught last term.

Begin to use conjunctions, adverbs and prepositions to express time and cause

In non-narratives, use simple organisational devices (e.g. time conjunctions for recount)

Use brackets, dashes or commas to indicate parenthesis

Begin to use relative clauses beginning with who, which, where, when, whose, that

Begin to use semi-colons, colons or dashes to mark boundaries between independent clauses

Begin to use hyphens to avoid ambiguity

Block 3

1. Non-fiction: diary 2 (based on the drop-and-read text 'The Boy at the Back of the Class') (2 weeks)

Children to consolidate and build on their knowledge and understanding of diary writing.

Independent write: children to write a diary entry as the main character from 'The Boy at the Back of the Class'

Greater depth: children could write as a different character or write more than one entry

2. Narrative: first person story which includes dialogue based on the drop-and-read text 'The Boy at the Back of the Class' by Onjali Rauf (2 weeks)

Children to practise writing parts of a well-known story in first person. The children should already be familiar with the book and vocabulary and be able to orally retell the story. Choose one part of the story to focus in on and practise writing in the first person from one of the main character's points of view.

Children to have time to story-map, order and describe the story from start to finish to ensure they are secure with the story. Work on including dialogue in the story which moves the story along and conveys character.

Independent write: children to write part of a familiar story in first person based on the viewpoint of a main character ('The Boy at the Back of the Class')

Greater depth: children could write from a different viewpoint or include a flashback

3. Non-fiction: formal biography (linked to explorers e.g. David Attenborough) (3 weeks)

Children to write a formal biography based on a person of choice (e.g. a well-known explorer). Children to look at examples of formal biographies and build on their recent understanding of biographies, this time comparing formal with informal. Children could look at various explorers (e.g. David Attenborough, Jack Cousteau) before choosing one from the list to focus on.

Independent write: children to write two or three sections of a formal biography (children to write an introduction to who he was and then choose one other section to write – include more than one paragraph within the second section to be able to paragraph).

Greater depth: could include a section at the end written in the present tense to summarise that person now

4. Narrative: third person fantasy story linked to the drop-and-read text 'The Hobbit' (4 weeks – 2 pieces)

Children to read different extracts of fantasy stories to understand what makes a story a fantasy story. Children to be confident with the story 'The Hobbit' and be able to talk about it. Choose one part to focus in on. Children will write two pieces linked to this story and focus on character, settings and plot.

Encourage children to choose ambitious vocabulary carefully to describe, thinking about the impact on the reader.

Independent write: to write two third person narrative pieces linked to the text with one of these pieces focusing on describing characters/settings.

Week 12 poetry focus (1 week)

Focus on poems to perform (using the focus poet Ted Hughes). Children could perform a poem they have learnt by heart in their class assembly.

No hot task needed for this

SPaG to be covered in block 3

Consolidate and continue to use punctuation and grammar taught over the last two terms.

Begin to use passive verbs

Begin to use the perfect form of verbs to mark relationships of time and cause

Begin to use commas to clarify meaning or avoid ambiguity in writing

Integrate dialogue to convey character and advance the action

In non-narratives, use simple organisational devices (e.g. time sub-headings in the non-chronological report)

	<p>Use modal verbs to indicate degrees of possibility</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Begin to use a colon to introduce a list</p> <p>Continue to use brackets, dashes or commas to indicate parenthesis</p> <p>Continue to use relative clauses beginning with who, which, where, when, whose, that</p> <p>Continue to use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
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