

Year 5 Medium term plan

Reading At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	Writing	Spelling	Speaking and Listening	Handwriting
<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including • -sion, -tion, -cial, -tial, • -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* • To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. • To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To 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. • To identify main ideas drawn from more than one paragraph and to summarise these. 	<ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs. • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to 	<ul style="list-style-type: none"> • To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). • To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). • To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). • To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). • To spell many of the 	<ul style="list-style-type: none"> • To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. • To follow complex directions/multi-step instructions without the need for repetition. • To ask questions which deepen conversations and/or further their knowledge. • To understand how to answer questions that require more detailed answers and justification. • To narrate stories with intonation and expression to add detail and excitement for the listener. • To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. • To combine vocabulary choices, gestures and body movement to take on and 	<ul style="list-style-type: none"> • To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. • To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

<ul style="list-style-type: none"> • To recommend texts to peers based on personal choice. • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader. • To draw inferences from characters' feelings, thoughts and motives. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<p>enhance mood, clarify meaning and create pace.</p> <ul style="list-style-type: none"> • To regularly use dialogue to convey a character and to advance the action. • To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. • To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To ensure the consistent and correct use of tense throughout all pieces of writing. • To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). • To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery • To use commas consistently to clarify meaning or to avoid ambiguity. • To use brackets, dashes or commas to indicate parenthesis. • To recognise and use the terms modal verb, relative pronoun, 	<p>Y5 and Y6 statutory spelling words correctly.</p> <ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). • To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). • To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). • To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<p>maintain the role of a character.</p> <ul style="list-style-type: none"> • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • To know and use language that is acceptable in formal and informal situations with increasing confidence. • To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. • To plan and present information clearly with ambitious added detail and description for the listener. • To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. • To develop, agree and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. • To engage in longer and sustained discussions about a range of topics. • To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	
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	relative clause, parenthesis, bracket, dash, cohesion and ambiguity			
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