

Literacy Lesson Medium Term Plan	
Year Group - 5	Year – 2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculum)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Handwriting and spelling objectives planned for throughout the year.

Autumn 1 – 6 weeks 4 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Explanation Characters and Predictions (POR)	Street Child by Berlie Doherty	Writing . Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. . Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	History topic – The Victorians

Fiction	Harry Potter and The Chamber of Secrets by JK Rowling	<ul style="list-style-type: none"> . Evaluate and edit by assessing the effectiveness of their own and others' writing. . Proof-read for spelling and punctuation errors. . Punctuate bullet points consistently. <p><u>Reading</u></p> <ul style="list-style-type: none"> . Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. . Retrieve, record and present information from non-fiction. 	
Writing dialogue in character Letter writing in character (POR)	Street Child by Berlie Doherty	<p><u>Writing</u></p> <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	History topic – The Victorians
Diary Entry Story writing Escaping the workhouse (POR)	Street Child by Berlie Doherty	<p><u>Writing</u></p> <ul style="list-style-type: none"> . 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. . Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. . Use commas to clarify meaning or avoid ambiguity in writing. 	History topic – The Victorians

		<ul style="list-style-type: none"> . Evaluate and edit by assessing the effectiveness of their own and others' writing. . I can integrate dialogue in narratives to convey character and advance the action . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	
Discussion Text For/Against escaping the workhouse (POR)	Street Child by Berlie Doherty	Writing <ul style="list-style-type: none"> . Use a thesaurus. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by précising longer passages. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	History topic – The Victorians
Fiction	Harry Potter and The Chamber of Secrets by JK Rowling	Reading <ul style="list-style-type: none"> . Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. . Predict what might happen from details stated and implied. . Make comparisons within and across books. . Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas. 	
Biography The life of Dr Barnardo		Writing <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 	History topic – The Victorians

<p>Non-Fiction</p> <p>Poetry</p>		<ul style="list-style-type: none"> . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use brackets, dashes or commas to indicate parenthesis. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. <p>Reading</p> <ul style="list-style-type: none"> . Retrieve, record and present information from non-fiction. . Recommend books that they have read to their peers, giving reasons for their choices. <ul style="list-style-type: none"> . Recommend books that they have read to their peers, giving reasons for their choices. . Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	
Autumn 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
<p>Character profiling/ Diary Entry Empathising with key characters (POR)</p>	<p>Wonder By RJ Palacio</p>	<ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 	<p>Film links PSHE – Diversity and inclusivity.</p>

Fiction	A Christmas Carol by Charles Dickens	<ul style="list-style-type: none"> . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Use semi-colons, colons or dashes to mark boundaries between independent clauses. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>Reading</u></p> <ul style="list-style-type: none"> . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. . Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. . Make comparisons within and across books. 	
Persuasive letter Auggie's letter to his mother	Wonder By RJ Palacio	<p><u>Writing</u></p> <ul style="list-style-type: none"> . Use modal verbs or adverbs to indicate degrees of possibility . Use the perfect form of verbs to mark relationships of time and cause. . Continue to distinguish between homophones and other words which are often confused. 	Film links PSHE – Diversity and inclusivity.
Narrative writing Predicting next events in the story	Wonder By RJ Palacio	<p><u>Writing</u></p> <ul style="list-style-type: none"> . Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. . Use expanded noun phrases to convey complicated information concisely. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use brackets, dashes or commas to indicate parenthesis. 	Film links PSHE – Diversity and inclusivity.

	Son of the Circus By E.L. Norry	<ul style="list-style-type: none"> . I can integrate dialogue in narratives to convey character and advance the action. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. . I can distinguish between the language of speech and writing and choose the appropriate register. <p>Reading</p> <ul style="list-style-type: none"> . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. . Provide reasoned justifications for their views. . Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 	
Film Review Summary and critique of film Poetry	Wonder By RJ palacio	<ul style="list-style-type: none"> . Use a colon to introduce a list. . Use passive verbs to affect the presentation of information in a sentence. . Use expanded noun phrases to convey complicated information concisely. . Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	Film links PSHE – Diversity and inclusivity.
Poetry Christmas recipe		<ul style="list-style-type: none"> . Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. . Use a thesaurus. . Spell some words with 'silent' letters [for example, knight, psalm, solemn]. . Use the perfect form of verbs to mark relationships of time and cause. 	
Spring 1 – 5 weeks			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum

First Person writing Application to be an astronaut		Writing <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 	Earth, Sun and Moon topic - Science
Narrative	The lion, the witch and the wardrobe by CS Lewis	Reading <ul style="list-style-type: none"> . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. . Identify how language, structure and presentation contribute to meaning . Ask questions to improve their understanding. 	
Narrative Description of a Rocket Launch		Writing <ul style="list-style-type: none"> . Use brackets, dashes or commas to indicate parenthesis. . Use commas to clarify meaning or avoid ambiguity in writing. . Use expanded noun phrases to convey complicated information concisely. 	Earth, Sun and Moon topic - Science
Narrative Beyond the lines / The Piano		Writing <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 	WW2 - History

Fiction	The lion, the witch and the wardrobe by CS Lewis	<ul style="list-style-type: none"> . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use brackets, dashes or commas to indicate parenthesis. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. <p><u>Reading</u></p> <ul style="list-style-type: none"> . Provide reasoned justifications for their views. . Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas. . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	
Biography The life of Winston Churchill		<p><u>Writing</u></p> <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use brackets, dashes or commas to indicate parenthesis. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	WW2 - History
Spring 2 – 5 weeks 3 days			

Genre/Text Type	Texts <i>(texts for WCR/shared reading can be found on the long term plans)</i>	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Narrative writing Character profiling/Diary Entries	Wall-E A robot's tale	<u>Writing</u> <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. . Use semi-colons, colons or dashes to mark boundaries between independent clauses. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	Earth, Sun and Moon topic – Science Geography – Enough for everyone
Narrative writing Next events in the story using geography topic knowledge in writing	Wall-E A robot's tale	<u>Writing</u> <ul style="list-style-type: none"> . Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. . Use expanded noun phrases to convey complicated information concisely. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use brackets, dashes or commas to indicate parenthesis. . I can integrate dialogue in narratives to convey character and advance the action. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	Earth, Sun and Moon topic – Science Geography – Enough for everyone

Should a Zoo be built on Morden Park?		<ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. . Use a thesaurus. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use modal verbs or adverbs to indicate degrees of possibility. . Use a colon to introduce a list. . Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	PSHE – Living in the wider world Geography – Marvellous Maps
Fiction	Double Act – Jaqueline Wilson	<p><u>Reading</u></p> <ul style="list-style-type: none"> . Predict what might happen from details stated and implied. . Make comparisons within and across books. . Retrieve, record and present information from non-fiction. . Distinguish between statements of fact and opinion. 	
Inspirational speech Kid president – Kindness	Various scribed Kid President speeches.	<p><u>Writing</u></p> <ul style="list-style-type: none"> . 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. . Draft and write by précising longer passages. . Use modal verbs or adverbs to indicate degrees of possibility. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. . Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	PSHE – Living in the wider world. School Values - Respect

Myths / Legends		<u>Reading</u> <ul style="list-style-type: none"> . Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. . Ask questions to improve their understanding. . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. . 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. . Provide reasoned justifications for their views. 	
Summer 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Instructions A guide to travelling across the country to a destination (Using knowledge from Geography unit)		<u>Writing</u> <ul style="list-style-type: none"> . Punctuate bullet points consistently. . Use hyphens to avoid ambiguity. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Use the perfect form of verbs to mark relationships of time and cause. . Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. . Evaluate and edit by assessing the effectiveness of their own and others' writing. <u>Reading</u> <ul style="list-style-type: none"> . Retrieve, record and present information from non-fiction. . Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	Geography – Marvellous Maps
Myths / Legends			

		. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
Information text A guide to the Wimbledon Tennis Tournament	Wimbledon Tennis the Official History.	Writing <ul style="list-style-type: none"> . Use a thesaurus. . Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. . Draft and write by précising longer passages. . Draft and write by using a wide range of devices to build cohesion within and across paragraphs. . Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. . Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	PE – Tennis Geography – Marvellous Maps
Fiction	The London Eye Mystery By Siobhan Dowd	Reading <ul style="list-style-type: none"> . Make comparisons within and across books. . Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas. . Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. 	
Poetry Tennis	Wimbledon Tennis the Official History.	Writing <ul style="list-style-type: none"> . Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. . Use a thesaurus. . Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. . Use the perfect form of verbs to mark relationships of time and cause. 	
Recount Musical		Writing <ul style="list-style-type: none"> . Use dictionaries to check the spelling and meaning of words. 	KS2 Musical

		<p>. Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>. Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>. Proof-read for spelling and punctuation errors.</p> <p>. I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
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