

White Mere Community Primary School - English Medium Term Plan (Year5)

	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer	
Topic	Mayans (A) British Monarchy (B)	Awesome Egyptians(A) British Monarchy (B)	Victorians (A) World War II (B)	
Narrative	Significant and New Authors	Classic Stories	Our Literary Heritage: Shakespeare	
Suggested final written outcome	<p>Visualise and writing setting descriptions Write diary in role of central character Write alternate opening of story read in class</p> <p>Uses short sentences for effect Use of paragraphs Demonstrates use of new vocabulary appropriately and effectively Vocabulary choices engage the reader - atmosphere is described</p> <p>Example Texts: Butterfly Lion/ The Hobbit/ The Graveyard Book</p>	<p>Write Love letter from perspective of Bess (central character) Write character descriptions Plan and write story version of the poem 'The Highway'</p> <p>Vocabulary choices engage the reader - use of figurative language to create imagery Atmosphere is described in narratives Link ideas across paragraphs using adverbials</p>	<p>Write scene from play using dialogue/ in form of play-script Write character description of central character from perspective of another character</p> <p>Uses correct punctuation for speech, starting new line for new speaker Varies sentence length for effect Vocabulary choices engage the reader Demonstrates use of new vocabulary appropriately and effectively</p> <p>Example Texts: Macbeth/ Romeo and Juliet/ The Tempest</p>	
Non-fiction	Reports	Persuasion	Biographies	Discussion
Suggested final written outcome	<p>Plan and write a detailed historical report about the Tudors (linked to History topic) including introduction, sub-headings, fact boxes, pictures and captions, glossary for technical words</p> <p>Uses independent application of layout devices: sub-headings, diagrams Uses relative clauses to add extra information Uses subordinating conjunctions Use of paragraphs Selects content to inform and engage reader</p>	<p>Write a persuasive leaflet to advertise a theme park - working collaboratively using ICT to enhance presentation</p> <p>Selects content to inform and engage reader Uses appropriate and effective vocabulary to persuade Uses relative clauses to emphasise a view and add information Uses independent application of layout devices: sub-headings, diagrams</p>	<p>Research famous person e.g. Shakespeare Write notes and summaries of relevant information about key life events Write biography about William Shakespeare</p> <p>Uses relative clauses Uses subordinating conjunctions Use of paragraphs Selects content to inform and engage reader</p>	<p>Plan and write a balanced argument about a specific topic</p> <p>Uses subordinating conjunctions: Contrast (however...)/ concession (although...)/ cause and effect (consequently...) Use of paragraphs Use of Parentheses</p>
Poetry	Poetic Style	The Highway Man		
Suggested final written outcome	<p>Read a range of poems and compare poetic style and form Write own poem using a chosen poetic style and specific language techniques e.g. figurative language, personification</p>	<p>Read, respond to and perform the poem of The Highway man (Refer to narrative for writing outcome)</p>		

White Mere Community Primary School - English Medium Term Plan (Year6)

	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer	
Topic	Mayans (A) British Monarchy (B)	Awesome Egyptians (A) British Monarchy (B)	Victorians (A) World War II (B)	
Narrative	Stories From Our Literary Heritage	The Piano by Aidon Gibbons	Stories to Love	
Suggested final written outcome	Character/ setting descriptions Plan and write modernised version of a classic story Detailed narrative describes setting, character and atmosphere Dialogue used to convey character and advance the action Viewpoint and characterisation is established and maintained through use of mood, feelings and emphasising details Clear paragraphing used Example Texts: Robinson Crusoe/ Christmas Carol	Plan and write their own version of 'The Piano' Viewpoint and characterisation is established and maintained through use of mood, feelings and emphasising details Detailed narrative describes setting, character and atmosphere Clear paragraphing used	Write scene from play using dialogue/ in form of play-script Write character description of central character from perspective of another character Viewpoint and characterisation is established and maintained through use of mood, feelings and emphasising details Dialogue used to convey character and advance the action Correct punctuation used to demarcate speech Example Texts: The Boy in the Girls Bathroom/ Alice in Wonderland/ Watership Down/ The Graveyard Book	
Non-fiction	Reports	Revision unit	Recount: Autobiographies/ Biographies	Discussion
Suggested final written outcome	Plan and write a non-chronological report linked to curriculum area e.g. history or geography Writing shows a secure grasp of chosen genre Clear paragraphing used Uses a range of clauses-relative, embedded and subordinating- to add detail Selects and uses technical and precise language for effect Uses a range of layout devices: headings, sub-headings, columns, bullets, diagrams and tables	Outcomes and genre focus based on writing knowledge and skills of cohort	Write notes and summaries of relevant information about key life events of chosen person Write about a key event in style of biography and/or autobiography Writing shows a secure grasp of chosen genre Clear paragraphing used	Plan and write arguments for a verbal debate about current affairs e.g. Jamie Oliver healthy schools campaign Uses range of sentence structure to show formal speech Selects and uses technical and precise language for effect Uses adverbials (on the other hand, in contrast etc) to create effective links across paragraphs
Poetry	The Power Of Imagery	Revision Unit	Classic narrative Poetry	
Suggested final written outcome	Read and explore the use of personification in a range of poets' work Write their own personification poems using ICT to provide a visual or aural stimulus and/or to develop and present the poems.	Outcomes and poetry focus based on understanding and knowledge of the cohort	Read, respond to the poem 'The Ballad of Charlotte Dymond' making comparisons to the Highway man (building on Y5 unit) Comment on how writers use language to create dramatic effects	