



Elmore Green Primary School  
Literacy Medium Term Plan  
2015-2016

Year 5		AUTUMN					
	Planning, Evaluating and Editing	Grammar, Vocabulary and Punctuation					
		Word Structure	Sentence Structure	Text Structure	Punctuation		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Plan writing by discussing and recording ideas, including role play to sequence their ideas and deepen their understanding</li> <li>Plan their writing using the audience for and purpose of the writing</li> <li>Assess the effectiveness of their own and others' writing discussing the shades of meaning created by vocabulary and grammar choices</li> <li>Use appropriate grammatical terminology in discussing writing</li> <li>Proofread their own and others' work for spelling and punctuation</li> <li>Propose and implement changes in vocabulary, grammar and punctuation to clarify meaning and enhance effects</li> </ul>	<ul style="list-style-type: none"> <li>Use tenses accurately and consistently</li> <li>Consistently use appropriate nouns and pronouns for clarity and cohesion and to avoid repetition</li> <li>Confidently recognise first, second and third person</li> <li>To begin to use modal verbs and adverbs to indicate degrees of possibility (concerned with certainty, ability or obligation - will, would, can, could, may, might, shall, should, must, ought)</li> <li>Recognise vocabulary and structures appropriate for formal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun ("The house (that) he owns" and "The girl (that/who/whom) he met"?)</li> <li>Begin to be more selective in sentence construction - e.g. Short sentences to create tension and increase pace.</li> <li>Further increase their range of adverbials including fronted adverbials</li> <li>Use a pattern of 3 for description and begin to expand each part into a full phrase to make it effective (e.g. We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time)</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use rhetorical questions</li> <li>Use further organisational devices and some presentational devices to structure texts (headings, underlining)</li> <li>In narrative describe settings and character, using dialogue to convey character and advance action</li> <li>Begin to expand their range of organisational devices to build cohesion within and across paragraphs (for example using conjunctions from the Y5 list within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; in contrast)</li> <li>Confidently use a 'hook' to draw the reader into writing, i.e. using dialogue, action or vivid description)</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation where the speaker is identified after the dialogue e.g. "Stop!" screamed Mum.)</li> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Colons introduce speech in play scripts</li> <li>Other punctuation conventions of play scripts, such as lack of inverted commas and brackets/italics for stage directions</li> </ul>		
<b>Conjunctions</b>	Review Year 4: Meanwhile, Finally, In conclusion, In addition, Additionally Except Despite In comparison to Instead of	<b>Terminology</b>	<b>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity,</b> formal/informal, hyperbole, literal/figurative, modifiers, abstract/concrete noun, verb form, fact, opinion	<b>Range of Genres</b>	<ul style="list-style-type: none"> <li>Recount (diary showing empathy)</li> <li>Letters (personal feelings)</li> <li>Narrative (historical, fantasy, stories with flashbacks)</li> <li>Biography</li> <li>Descriptive Poetry</li> <li>Journalistic Recounts</li> <li>Playcripts</li> </ul>	<b>Identified Texts</b>	<ul style="list-style-type: none"> <li>Goodnight Mr Tom</li> <li>Friend or Foe</li> <li>The Lion, the Witch and the Wardrobe</li> </ul>



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