



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		
Objectives	<ul style="list-style-type: none"> Plan writing by discussing and recording ideas, including role play to sequence their ideas and deepen their understanding Plan their writing using the audience for and purpose of the writing Assess the effectiveness of their own and others' writing discussing the shades of meaning created by vocabulary and grammar choices Use appropriate grammatical terminology in discussing writing Proofread their own and others' work for spelling and punctuation Propose and implement changes in vocabulary, grammar and punctuation to clarify meaning and enhance effects 	<ul style="list-style-type: none"> Use tenses accurately and consistently Consistently use appropriate nouns and pronouns for clarity and cohesion and to avoid repetition Confidently recognise first, second and third person 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) Recognise vocabulary and structures appropriate for formal speech and writing 	<ul style="list-style-type: none"> 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"?) Begin to be more selective in sentence construction - e.g. Short sentences to create tension and increase pace. Further increase their range of adverbials including fronted adverbials 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) 	<ul style="list-style-type: none"> Confidently use rhetorical questions Use further organisational devices and some presentational devices to structure texts (headings, underlining) In narrative describe settings and character, using dialogue to convey character and advance action 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) Confidently use a 'hook' to draw the reader into writing, i.e. using dialogue, action or vivid description) 	<ul style="list-style-type: none"> 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.) Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Colons introduce speech in play scripts Other punctuation conventions of play scripts, such as lack of inverted commas and brackets/italics for stage directions 		
	Conjunctions	Review Year 4: Meanwhile, Finally, In conclusion, In addition, Additionally Except Despite In comparison to Instead of	Terminology	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, formal/informal, hyperbole, literal/figurative, modifiers, abstract/concrete noun, verb form, fact, opinion	Range of Genres	<ul style="list-style-type: none"> Recount (diary showing empathy) Letters (personal feelings) Narrative (historical, fantasy, stories with flashbacks) Biography Descriptive Poetry Journalistic Recounts Playcripts 	Identified Texts



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Year 5		SPRING																	
Planning, Evaluating and Editing		Grammar, Vocabulary and Punctuation																	
		Word Structure	Sentence Structure	Text Structure	Punctuation														
Objectives	<ul style="list-style-type: none"> Plan writing by discussing and recording ideas, including role play to sequence their ideas and deepen their understanding Plan their writing using the audience for and purpose of the writing Assess the effectiveness of their own and others' writing discussing the shades of meaning created by vocabulary and grammar choices Use appropriate grammatical terminology in discussing writing Proofread their own and others' work for spelling and punctuation Propose and implement changes in vocabulary, grammar and punctuation to clarify meaning and enhance effects 	<ul style="list-style-type: none"> Begin to be more selective with vocabulary - the use of rich vocabulary for description Construct a variety of effective similes and metaphors Recognise passive verbs and begin to use them when writing formally - (active - Claire designed the booklet (subject focus) - passive The booklet was designed by Claire - (object focus)) 	<ul style="list-style-type: none"> 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"?) Further increase their range of adverbials including fronted adverbials Begin to use expanded noun phrases to convey complicated information (e.g. the rare, beautiful butterfly, whose blue and green wings are about 12 centimeters across, have crimson tips 	<ul style="list-style-type: none"> Confidently use rhetorical questions Use further organisational devices and some presentational devices to structure texts (headings, underlining) In narrative describe settings and character, using dialogue to convey character and advance action 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) Confidently use a 'hook' to draw the reader into writing, i.e. using dialogue, action or vivid description) 	<ul style="list-style-type: none"> 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!" screeched Mum.) Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Colons introduce speech in play scripts Other punctuation conventions of play scripts, such as lack of inverted commas and brackets/italics for stage directions 														
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Year 5		SUMMER				
Planning, Evaluating and Editing		Grammar, Vocabulary and Punctuation				
		Word Structure	Sentence Structure	Text Structure	Punctuation	
Objectives	<ul style="list-style-type: none"> Plan writing by discussing and recording ideas, including role play to sequence their ideas and deepen their understanding Plan their writing using the audience for and purpose of the writing Assess the effectiveness of their own and others' writing discussing the shades of meaning created by vocabulary and grammar choices Use appropriate grammatical terminology in discussing writing Proofread their own and others' work for spelling and punctuation Propose and implement changes in vocabulary, grammar and punctuation to clarify meaning and enhance effects 	<ul style="list-style-type: none"> Begin to be more selective with vocabulary - the use of rich vocabulary for description 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) Recognise the perfect form of a verb and use it to mark relationships of time and cause (e.g. she has downloaded some songs - we know that she was downloading them (past tense) and that the task is now completed) 	<ul style="list-style-type: none"> 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"?) Further increase their range of adverbials including fronted adverbials Begin to use expanded noun phrases to convey complicated information (e.g. the rare, beautiful butterfly, whose blue and green wings are about 12 centimeters across, have crimson tips 	<ul style="list-style-type: none"> Confidently use rhetorical questions Use further organisational devices and some presentational devices to structure texts (headings, underlining) In narrative describe settings and character, using dialogue to convey character and advance action 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) Confidently use a 'hook' to draw the reader into writing, i.e. using dialogue, action or vivid description) 	<ul style="list-style-type: none"> 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!" screeched Mum.) Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Colons introduce speech in play scripts Other punctuation conventions of play scripts, such as lack of inverted commas and brackets/italics for stage directions 	
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