

Half-term plan for topic/book	PHSE/SMSC (reading) South America (writing)			
Book to read to the class	'The Boy at the Back of the Class' Onjali Q. Rauf			
Reading INTENT	Children are exposed to a wide range of vocabulary, settings and characters which are outside their experience.			
Writing IMPACT	Writing tasks in response to the class text which focuses on settings and characters, namely description. Non-fiction writing (and features relating to South America).			
Year group (5SC/5H)	Reading: decoding and comprehension <i>These can be oral outcomes. They do not have to be written</i>	Writing: composition <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	Writing: grammar, vocabulary and punctuation <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	Writing transcription: spelling and handwriting <i>Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i>
Week 1	Drop Everything and Read (10 mins daily) DEAR Reading Sentence Stems: Introduce concept and sheet Reading comprehension to use as baseline assessment - based on South America. Tracey/Mandy Hear each child read across first two weeks as a baseline. ALL	Independent Writing: (Emma/Mandy) - Writing a recount of a memorable event from their holidays to use as a baseline assessment.	SPaG is taught in discrete lessons unless children have highlighted weaknesses brought about by their writing tasks. Introduce Vocabulary Ninja - Word of the Day concept/certificates	See previous column. Handwriting exercise - copying out a poem - use as a baseline assessment. Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A. Emphasis on cursive and joined handwriting.
Week 2	DEAR Reading Sentence Stems: Predicting Whole Class Text: 'The Boy at the Back of the Class' Pre-reading task (Emma/Mandy) Looking at the features of books and shared themes across different texts - blurbs	Independent Writing: (Emma/Mandy) - writing using a stimulus (Literacy Shed/varied genres) Writing Task: (Tracey/Mandy) Write a blurb using a book cover from a similarly themed book.	Vocabulary Ninja Word of the Day Grammar: Revision of Word Classes (Collins) Spellings - Twinkl Autumn 1A, Week 1 'cious' (in Google Drive). Weekly Spelling Test.	See previous column. SPAR Spelling Test (Autumn) Introduce children to Year 5 and 6 Statutory Word List - copy on Google Classroom Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 1 Emphasis on cursive and joined handwriting.
Week 3	DEAR Reading Sentence Stems: Evaluating 'The Boy at the Back of the Class' Reading: (Emma/Mandy) Looking at character descriptions - prep sheet relating to characters in the text	Independent Writing (Emma/Mandy) - writing using a stimulus (Literacy Shed/varied genres) Writing Task: (Tracey/Mandy) Write a paragraph description of yourself as a class friend of the narrator, using the same style as the author. Write in the third person. Try to use some similes ('eyes like...' or 'hair as... as...') and carefully chosen adjectives. Include appearance, personality and strengths	Vocabulary Ninja Word of the Day Y5&6 Statutory Spelling list - ongoing revision and tasks. Grammar: Natural Curriculum - Active and Passive Spellings - see Twinkl pack Autumn 1A, Week 2 'tious'/'ious' (in Google Drive). Weekly Spelling Test.	See previous column. Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 2 Emphasis on cursive and joined handwriting.
Week 4	DEAR Reading Sentence Stems: Making Connections 'The Boy at the Back of the Class'	Independent Writing: (Emma/Mandy) writing using a stimulus (Literacy Shed/varied genres) Writing Task: (Tracey/Mandy)	Vocabulary Ninja Word of the Day Y5&6 spelling list - ongoing revision and tasks.	See previous column.

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	<p>Reading: (Emma/Mandy)</p> <p>Communication/Narration - How does the narrator communicate a message to the protagonist?</p>	<p>Use your ideas from the thinking task to create a list poem, either individually or as a group/class: 'Ways To Send A Message'.</p> <p>Try setting the more everyday ones with the more unusual. You could even include some animal communication (lion roar, dolphin click etc) as well as fantastical means of communication (written as braille into the scales of a dragon, whispered into a seashell...)</p>	<p>Grammar: Natural Curriculum - Commas to Clarify Meaning</p> <p>Spellings - see Twinkl pack Autumn 1A, Week 3 - short vowel sound 'i' spelt with a 'y' (in Google Drive). Weekly Spelling Test.</p>	<p>Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 3.</p> <p>Emphasis on cursive and joined handwriting.</p>
Week 5	<p>DEAR</p> <p>Reading Sentence Stems - Inferring</p> <p>'The Boy at the Back of the Class'</p> <p>Reading: (Emma/Mandy)</p> <p>Identifying descriptive language</p>	<p>Independent Writing: (Emma/Mandy) writing using a stimulus (Literacy Shed/varied genres)</p> <p>Writing Task: (Tracey/Mandy)</p> <p>This week we invite you to write a description of your object using carefully chosen words and phrases.</p>	<p>Vocabulary Ninja Word of the Day</p> <p>Y5&6 spelling list - ongoing revision and tasks.</p> <p>Grammar: Natural Curriculum - Co-ordinating Conjunctions</p> <p>Spellings - see Twinkl pack Autumn 1A, Week 4 - long vowel sound 'i' spelt with 'y' (in Google Drive). Weekly Spelling Test.</p>	<p>See previous column.</p> <p>Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 4.</p> <p>Emphasis on cursive and joined handwriting.</p>
Week 6	<p>DEAR</p> <p>Reading Sentence Stems - Asking Questions</p> <p>'The Boy at the Back of the Class'</p> <p>Reading: (Emma/Mandy)</p> <p>Can you think of a country in the world that starts with each letter of the alphabet? Can you complete the whole alphabet? Is it possible? How many letters can you think of a country for? Who can find a match for the most letters? Who has thought of a country that nobody else has? (Geography link)</p>	<p>Independent Writing: (Emma/Mandy) writing using a stimulus (Literacy Shed/varied genres)</p> <p>Writing task: (Tracey/Mandy)</p> <p>Write a travelling adventure using the Young City Reads videos as a stimulus. Link to South America topic.</p> <p>Pretend you have moved with your family to a country in South America - what is your experience?</p>	<p>Vocabulary Ninja Word of the Day</p> <p>Y5&6 spelling list - ongoing revision and tasks.</p> <p>Grammar: Natural Curriculum - Expanded Noun Phrases</p> <p>Spellings - see Twinkl pack Autumn 1A, Week 5 - Homophones and Near Homophones (in Google Drive). Weekly Spelling Test.</p>	<p>See previous column.</p> <p>Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 5.</p> <p>Emphasis on cursive and joined handwriting.</p>
Week 7	<p>DEAR</p> <p>Reading Sentence Stems - Clarifying</p> <p>'The Boy at the Back of the Class'</p> <p>Reading: (Emma/Mandy)</p> <p>Exploring symbolism - what is it and how is it used in the text?</p>	<p>Independent Writing: (Emma/Mandy) writing using a stimulus (Literacy Shed/varied genres)</p> <p>Writing task: (Tracey/Mandy)</p> <p>Senses poetry:</p> <p>Arrangement of food (children bringing in their favourite fruit) - can you write a poem about it using your sentences?</p>	<p>Vocabulary Ninja Word of the Day</p> <p>Y5&6 spelling list - ongoing revision and tasks.</p> <p>Grammar: Natural Curriculum - Fronted Adverbials</p> <p>Spellings - see Twinkl pack Autumn 1A, Week 6 - Homophones and Near Homophones (in Google Drive). Weekly Spelling Test.</p>	<p>See previous column.</p> <p>Handwriting - linked to spellings, please see Google Drive documents, Twinkl spelling pack Autumn 1A, Week 6.</p> <p>Emphasis on cursive and joined handwriting.</p>
Week 8 (Will be Autumn Term 2 Week 1)	<p>DEAR</p> <p>Reading Sentence Stems - Summarising</p> <p>'The Boy at the Back of the Class'</p> <p>Sequencing a story and using language to express feelings (drama link with freeze frame activity)</p>	<p>Writing task: (Tracey/Mandy)</p> <p>Write a paragraph using the adjectives you have used to describe Ahmet's feelings at each stage of his journey.</p>	<p>Grammar: Natural Curriculum - Modal Verbs</p>	

