



## English Medium Term Planning Grid - Year 5 Spring Term

Term /Topic	Unit	Genre	Possible Outcomes	Possible Success Criteria
SPRING 1 Earth as an island	1	Narrative Myths and Legends	To explore and write as a character in the first person giving a narrative viewpoint To write a story from an alternative characters perspective To plan and write own version of a myths/legends using storytelling structures	I can use precise vocabulary to describe and create atmosphere I can use punctuation for effect, including dashes I can include a range of simple, compound and complex sentences I can use range of cohesive devices including pronouns, conjunctions and adverbials to link ideas within paragraphs I can use a range of openers e.g. adverbial phrases, similes, metaphors, powerful verbs, adverbs etc.
	2	Non-fiction Journalistic Writing	To plan and write a newspaper report using journalistic features To write in the appropriate register and tone	I can include features of a newspaper report I can use the past tense and 3 <sup>rd</sup> person I can include quotations (direct and indirect) I can use range of cohesive devices including link ideas within and across paragraphs I can include a range of simple, compound and complex sentences I can write in a formal style
Term /Topic	Unit	Genre	Possible Outcomes	Possible Success Criteria
SPRING 2 Earth as an island	1	Narrative Narrative Poetry	To describe a setting, creating mood and atmosphere To describe a character and write personal narratives in role To use a poem as a starting point for my own writing e.g. write a story based on the poem	I can use precise vocabulary to describe and create atmosphere, including similes etc I can use a range of simple, compound and complex sentences I can integrate dialogue to convey character and advance action I can use a range of devices to build cohesion within and across paragraphs
	2	Non-Fiction Persuasive writing (Debates/Arguments)	To consider both sides of an argument and present ideas in a debate To consider both sides of an argument and present ideas in written form	I can use standard English which is exact and clear I can use an impersonal tone, avoiding personal pronouns I can include cause and effect conjunctions I can use the language of debate, e.g. 'no-one can deny', 'some people believe': I can use a range of devices to build cohesion within and across paragraphs



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