


Year group: 5 Term: Spring 2018	St Peter's CVE Primary School. English Medium Term Planning		
Over the term: Writes a range of texts, structured and organised for different purposes			
Weeks	Genre	Curricular objectives	Resources
1	Autobiographies/Biographies	<ul style="list-style-type: none"> Identifies the audience for, and purpose of a piece of writing. Independently selects a suitable form based on similar models. 	
2-3	Non-chronological Report/description	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key ideas that support main ideas. uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] retrieve, record and present information from non-fiction check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context ask questions to improve their understanding Arranges paragraphs logically and links ideas between them. Some cohesive devices used within paragraphs (<i>e.g. then, after that, firstly</i>) 	Historical Research – Shang Dynasty Shang Dynasty – Cities
4	Narrative – Traditional stories	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifies and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader. Generates ideas, drafts, redrafts and edits written work to ensure the meaning and impact is clear. 	The story of China – How King Yu controlled the flood.
5	Balanced Argument	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	How to rule a Shang dynasty - What did rulers of the Shang dynasty do?

		<ul style="list-style-type: none"> • Write for a range of purposes and audiences <i>e.g. short stories, scripted drama, poetry, non-fiction.</i> • Identify and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader. • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	
6	Description	<ul style="list-style-type: none"> • Write for a range of purposes and audiences <i>e.g. short stories, scripted drama, poetry, non-fiction.</i> • Identify and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader. • Generate ideas, drafts, redrafts and edits written work to ensure the meaning and impact is clear. • Edit writing including proof reading for spelling and punctuation errors. 	Shang artefacts
7	Persuasion	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • Write for a range of purposes and audiences <i>e.g. short stories, scripted drama, poetry, non-fiction.</i> • Indicates degrees of possibility using adverbs and modal verbs. 	Web Quest Tombs and ancestors Fu Hao
8-12	Narrative poetry	<ul style="list-style-type: none"> • Describes settings and characters using carefully selected words creates atmosphere with descriptive sentences. • Words are used precisely and vocabulary choices are imaginative. • Extends sentences using relative clauses. • Commas used to mark clauses and to clarify meaning or avoid ambiguity. 	The Highway Man