

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 e.g. <i>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 e.g. <i>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 e.g. <i>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