	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Торіс	Local area study: Trentham lakes <i>(Local)</i>	Britain's settlement by Anglo-Saxons and Scots	Extreme Earth: volcanoes, earthquakes and temperatures. <i>(Global)</i>	Islamic Civilisation – Baghdad	European country: Greece (comparison with UK) <i>(Global)</i>	Vikings and Anglo-Saxons (Struggle for England to Edward the Confessor's death)
Main text	The House with the Chicken Legs- Sophie Anderson	Beowulf- Jones Lloyd	The Boy in the Dress- David Walliams	The Golden Horsemen of Baghdad- Saviour Pirotta	Room 13- Robert Swindells	Room 13- Robert Swindells

Medium term plans	English Autum	English Autum	English Spring	English Sprin	English Sum	■ English Summ
VIPERS	E The House On	Beowulf by Mi		E The Golden H	■ Room 13 Rob	E Room 13 Robe
Supporting texts	Refer to Y5 Reading Spine ■ Year 5 Reading	Refer to Y5 Reading Spine ■ Year 5 Readin	Refer to Y5 Reading Spine ■ Year 5 Reading	Refer to Y5 Reading Spine Seadin	Refer to Y5 Reading Spine Spine Year 5 Readin	Refer to Y5 Reading Spine Year 5 Reading
Written outcomes	Narrative: Chapter retell Non-narrative: Newspaper article	Narrative: Writing own myths Non-narrative: Balanced argument- were the Anglo Saxons right to invade Britain?	Narrative: Retell of a chapter Non-narrative: Non chronological report- what is gender?	Narrative: Chapter retell focus on character description Non-narrative: Biography	Narrative: Character description Non narrative: Diary entry	Narrative: Narrative own gothic horror story Non narrative: Letter to Dracula
Reading outcomes	maintain positive attitudes to reading and an	maintain positive attitudes to reading and an	maintain positive attitudes to reading and an	maintain positive attitudes to reading and an	maintain positive attitudes to reading and an	maintain positive attitudes to reading and an

understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
what they read by:	what they read by:	what they read by:	what they read by:	what they read by:	what they read by:
continuing to read	continuing to read	continuing to read	continuing to read	continuing to read	continuing to read
and discuss an	and discuss an	and discuss an	and discuss an	and discuss an	and discuss an
increasingly wide	increasingly wide	increasingly wide	increasingly wide	increasingly wide	increasingly wide
range of fiction,	range of fiction,	range of fiction,	range of fiction,	range of fiction,	range of fiction,
poetry, plays,	poetry, plays,	poetry, plays,	poetry, plays,	poetry, plays,	poetry, plays,
non-fiction and	non-fiction and	non-fiction and	non-fiction and	non-fiction and	non-fiction and
reference books or	reference books or	reference books or	reference books or	reference books or	reference books or
textbooks	textbooks	textbooks	textbooks	textbooks	textbooks
reading books that	reading books that	reading books that	reading books that	reading books that	reading books that
are structured in	are structured in	are structured in	are structured in	are structured in	are structured in
different ways and	different ways and	different ways and	different ways and	different ways and	different ways and
reading for a range	reading for a range	reading for a range	reading for a range	reading for a range	reading for a range
of purposes	of purposes	of purposes	of purposes	of purposes	of purposes
increasing their	increasing their	increasing their	increasing their	increasing their	increasing their
familiarity with a	familiarity with a	familiarity with a wide	familiarity with a	familiarity with a	familiarity with a
wide range of books,	wide range of	range of books,	wide range of	wide range of	wide range of books,
including myths,	books, including	including myths,	books, including	books, including	including myths,
legends and	myths, legends and	legends and	myths, legends and	myths, legends and	legends and
traditional stories,	traditional stories,	traditional stories,	traditional stories,	traditional stories,	traditional stories,
modern fiction,	modern fiction,	modern fiction,	modern fiction,	modern fiction,	modern fiction,
fiction from our	fiction from our	fiction from our	fiction from our	fiction from our	fiction from our
literary heritage, and	literary heritage, and	literary heritage, and	literary heritage,	literary heritage,	literary heritage, and
interary nentage, and	interary nentage, and	interary nentage, and	niterary nenitage,	interary nentage,	interary nentage, and

tr re b	cultures and craditions recommending	cultures and traditions	cultures and traditions	other cultures and traditions	other cultures and traditions	cultures and
re b			traditions	traditions	traditions	
b	ecommending					traditions
b	recommending					
		recommending	recommending	recommending	recommending	recommending
re	books that they have	books that they	books that they have	books that they	books that they	books that they have
	read to their peers,	have read to their	read to their peers,	have read to their	have read to their	read to their peers,
g	giving reasons for	peers, giving	giving reasons for	peers, giving	peers, giving	giving reasons for
tł	heir choices	reasons for their	their choices	reasons for their	reasons for their	their choices
		choices		choices	choices	
ic	dentifying and		identifying and			identifying and
d	discussing themes	identifying and	discussing themes	identifying and	identifying and	discussing themes
а	and conventions in	discussing themes	and conventions in	discussing themes	discussing themes	and conventions in
а	and across a wide	and conventions in	and across a wide	and conventions in	and conventions in	and across a wide
ra	ange of writing	and across a wide	range of writing	and across a wide	and across a wide	range of writing
		range of writing		range of writing	range of writing	
m	making comparisons		making comparisons			making comparisons
W	within and across	making comparisons	within and across	making comparisons	making	within and across
b	pooks	within and across	books	within and across	comparisons within	books
		books		books	and across books	
le	earning a wider		learning a wider			learning a wider
ra	ange of poetry by	learning a wider	range of poetry by	learning a wider	learning a wider	range of poetry by
h	neart	range of poetry by	heart	range of poetry by	range of poetry by	heart
		heart		heart	heart	

prepar	ring poems	preparing poems	preparing poems and	preparing poems	preparing poems	preparing poems
and pl	ays to read	and plays to read	plays to read aloud	and plays to read	and plays to read	and plays to read
aloud a	and to	aloud and to	and to perform,	aloud and to	aloud and to	aloud and to
perfor	m, showing	perform, showing	showing	perform, showing	perform, showing	perform, showing
unders	standing	understanding	understanding	understanding	understanding	understanding
throug	h intonation,	through intonation,	through intonation,	through intonation,	through intonation,	through intonation,
tone a	nd volume so	tone and volume so	tone and volume so			
that th	e meaning is	that the meaning is	that the meaning is	that the meaning is	that the meaning is	that the meaning is
clear to	o an audience	clear to an audience	clear to an audience	clear to an audience	clear to an	clear to an audience
					audience	
unders	stand what	understand what	understand what they	understand what		understand what
they re	ead by:	they read by:	read by:	they read by:	understand what	they read by:
					they read by:	
checki	ng that the	checking that the	checking that the	checking that the		checking that the
book r	nakes sense to	book makes sense	book makes sense to	book makes sense	checking that the	book makes sense to
them,	discussing	to them, discussing	them, discussing	to them, discussing	book makes sense	them, discussing
their u	nderstanding	their understanding	their understanding	their understanding	to them, discussing	their understanding
and ex	ploring the	and exploring the	and exploring the	and exploring the	their understanding	and exploring the
meanir	ng of words in	meaning of words in	meaning of words in	meaning of words in	and exploring the	meaning of words in
contex	(t	context	context	context	meaning of words	context
					in context	
asking	questions to	asking questions to	asking questions to	asking questions to		asking questions to
improv	ve their	improve their	improve their	improve their	asking questions to	improve their
unders	standing	understanding	understanding	understanding	improve their	understanding
	_	-	-	-	understanding	
					, , , , , , , , , , , , , , , , , , ,	
						<u> </u>

					1
drawing inferences					
such as inferring					
characters' feelings,					
thoughts and	thoughts and	thoughts and motives	thoughts and	thoughts and	thoughts and
motives from their	motives from their	from their actions,	motives from their	motives from their	motives from their
actions, and	actions, and	and justifying	actions, and	actions, and	actions, and
justifying inferences	justifying inferences	inferences with	justifying inferences	justifying inferences	justifying inferences
with evidence	with evidence	evidence	with evidence	with evidence	with evidence
predicting what					
, s	, °	, °	1 0	, e	, s
might happen from					
details stated and					
implied	implied	implied	implied	implied	implied
summarising the					
main ideas drawn					
from more than 1					
paragraph,	paragraph,	paragraph,	paragraph,	paragraph,	paragraph,
identifying key					
details that support					
the main ideas					
identifying how					
language, structure					
and presentation					

| contribute to |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| meaning | meaning | meaning | meaning | meaning | meaning |
| | | | | | |
| discuss and evaluate | discuss and evaluate | discuss and evaluate | discuss and evaluate | discuss and | discuss and evaluate |
| how authors use | how authors use | how authors use | how authors use | evaluate how | how authors use |
| language, including | language, including | language, including | language, including | authors use | language, including |
| figurative language, | figurative language, | figurative language, | figurative language, | language, including | figurative language, |
| considering the | considering the | considering the | considering the | figurative language, | considering the |
| impact on the reader | impact on the | impact on the reader | impact on the | considering the | impact on the reade |
| | reader | | reader | impact on the | |
| distinguish between | | distinguish between | | reader | distinguish betweer |
| statements of fact | distinguish between | statements of fact | distinguish between | | statements of fact |
| and opinion | statements of fact | and opinion | statements of fact | distinguish | and opinion |
| | and opinion | | and opinion | between | |
| retrieve, record and | | retrieve, record and | | statements of fact | retrieve, record and |
| present information | retrieve, record and | present information | retrieve, record and | and opinion | present information |
| from non-fiction | present information | from non-fiction | present information | | from non-fiction |
| | from non-fiction | | from non-fiction | retrieve, record and | |
| participate in | | participate in | | present information | participate in |
| discussions about | participate in | discussions about | participate in | from non-fiction | discussions about |
| books that are read | discussions about | books that are read | discussions about | | books that are read |
| to them and those | books that are read | to them and those | books that are read | participate in | to them and those |
| they can read for | to them and those | they can read for | to them and those | discussions about | they can read for |
| themselves, building | they can read for | themselves, building | they can read for | books that are read | themselves, buildin |
| on their own and | themselves, building | on their own and | themselves, building | to them and those | on their own and |
| others' ideas and | on their own and | others' ideas and | on their own and | they can read for | others' ideas and |

	challenging views	others' ideas and	challenging views	others' ideas and	themselves,	challenging views
	courteously	challenging views	courteously	challenging views	building on their	courteously
		courteously		courteously	own and others'	
	explain and discuss		explain and discuss		ideas and	explain and discuss
	their understanding	explain and discuss	their understanding	explain and discuss	challenging views	their understanding
	of what they have	their understanding	of what they have	their understanding	courteously	of what they have
	read, including	of what they have	read, including	of what they have		read, including
	through formal	read, including	through formal	read, including	explain and discuss	through formal
	presentations and	through formal	presentations and	through formal	their understanding	presentations and
	debates, maintaining	presentations and	debates, maintaining	presentations and	of what they have	debates, maintaining
	a focus on the topic	debates,	a focus on the topic	debates,	read, including	a focus on the topic
	and using notes	maintaining a focus	and using notes	maintaining a focus	through formal	and using notes
	where necessary	on the topic and	where necessary	on the topic and	presentations and	where necessary
		using notes where		using notes where	debates,	
	provide reasoned	necessary	provide reasoned	necessary	maintaining a focus	provide reasoned
	justifications for their		justifications for their		on the topic and	justifications for their
	views	provide reasoned	views	provide reasoned	using notes where	views
		justifications for their		justifications for	necessary	
		views		their views		
					provide reasoned	
					justifications for	
					their views	
Grammar	Proper nouns	Adverbs	Prepositions	Pronouns and	Adverbials and	Adverbials/Fronted
	adverbs of possibility	degrees or possibility- modal	coordinating	possessive	fronted adverbials relative clauses	adverbials Dictionany Work
	Converting Nouns	verbs	conjunctions Using Inverted	pronouns word families	parenthesis- dashes	Dictionary Work Relative Clauses
	and Adjectives into		Commas (Changing	subordinate clauses	Assess and review	

	Verbs - Suffixes -ate, -ise, -ify Tenses: Past & Present Progressive and Present Perfect Possessive plural apostrophes Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)	Verb Prefixes dis-, de-, mis-, over-, re Verb Inflections & Standard English Using Inverted Commas	the Position of the Reporting Clause) Parenthesis - brackets commas for meaning and clarity	writing cohesive paragraphs Parenthesis - commas		Editing & Evaluating Parenthesis - Dashes
Spelling	Week 1: Words endings that sound like shuhs/ spelt with cious Week 2: Words with endings that sound like shuhs/ spelt with -tious or -ious Week 3: Words with short vowel sound /i/ spelt with y Week 4: Words with the long vowel sound /i/ spelt with y	Week 1: Words with silent letters Week 2: Words with silent letters Week 3: Modal verbs Week 4: Words ending in 'ment' Week 5: Adverbs of possibility and frequency	Week 1: Adding suffixes beginning with vowel letters to words ending in -fer Week 2: Words with a long /e/ sound spelt 'ie' after c and exceptions Week 3: Words with a long /e/ sound spelt 'ie' after c and exceptions	Week 1: Word families based on common words showing how words are related in form and meaning Week 2: Words that can be nouns and verbs Week 3: Words that can be nouns and verbs Week 4: Words with a long /o/ sound spelt 'ow' or 'ou'	Week 1: Word families based on common words showing how words are related in form and meaning Week 2: Words that can be nouns and verbs Week 3: Words that can be nouns and verbs Week 4: Words with a long /o/ sound spelt 'ow' or 'ou'	Week 1: Unstressed vowels in polysyllabic words Week 2: Adding verb prefixes de- and re- Week 3: Adding the prefix over- Week 4: Convert nouns or verbs into adjectives using the suffix '-ful' Week 5:

Week 5: Homophones and near homophones	Week 6: Statutory spelling words	Week 4: Word families based on common words,	Week 5: Words ending in '-ible'	Week 5: Words ending in '-ible'	Convert nouns or verbs into adjectives using the suffix '-ive'
Week 6: Homophones and near homophones Week 7: Review week	Week 7: Review week	showing how words are related in their form and meaning Week 5: Word families based on common words, showing how words are related in their form and meaning	Week 6: Words ending in 'ibly' Week 7: Review week	Week 6: Words ending in 'ibly' Week 7: Review week	Week 6: Convert nouns or verbs into adjectives using the suffix '-al' Week 7: Review week
		Week 6: Statutory spelling words Week 7: Review week			