

Medium Term English Planning

Class Book - Beowulf (King Arthur Whole class reading) Term - Autumn 1

Year Group - 5

Genre: Legends and Instructions

<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention / Objectives</u>	<u>Spelling, Punctuation & Grammar</u> <u>Key vocabulary</u>	<u>Outcome(s)</u> <u>Reading/Writing/Speaking & Listening</u> <u>PASS - Purpose / Audience / Style / Structure</u>	<u>Prior Learning:</u> <u>Can you remember when we did. . .</u>
Week 1	Chapters 1-2	Make comparisons within and across books. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Use dictionaries to check the spelling and meaning of words. Use a thesaurus.	Immersion: Lesson 1_Predict what might happen in Beowulf Lesson 2: Capture ideas, language and vocabulary from the beginning of a legend. Lesson 3: Make comparisons between different versions of the same legend. Lesson 4: Create a story board for the legend of Beowulf or King Arthur. Analysis Lesson 5: Identify the different features of legends	Ancient Greece And Greek myths
Week 2	Chapters 3-4	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Increase their familiarity with a wide range of books, including myths, legends and traditional stories	Draft and write by selecting appropriate grammar and vocabulary. Gain, maintain and monitor the interest of the listener(s).	Lesson 6: Explore the effect of different techniques used by the author on the reader. Lesson 7: Describe a setting suitable for a legendary tale. Lesson 8: Edit and improve my description Lesson 9: Investigate techniques used to orally retell a legend in order to engage an audience. Lesson 10: Retell the beginning of legend and engage an audience.	Ancient Greece And Greek myths

Week 3	Chapters 5-6	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify and discuss themes and conventions.	Use commas to clarify meaning or avoid ambiguity in writing. Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<p><u>Lesson 11:</u> Examine the middle/dilemma of a legend and how the author builds tension.</p> <p><u>Writing</u></p> <p>Lesson 12: Plan the middle of a legend.</p> <p>Lesson 13: Write the first draft of the middle of a legend.</p> <p>Lesson 14: Write the final draft of a legend.</p> <p>Lesson 15: Orally retell the middle of a legend.</p>	Ancient Greece And Greek myths
Week 4	Chapters 7-8	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Use verb prefixes Dis and mis Spell some words with silent letters (for example knight, psalm, solemn)	<p><u>Writing:</u></p> <p>Lesson 16: Modelling of the writing of a legend (Children to mark teacher draft)</p> <p>Lesson 17: Plan a new version of a legend.</p> <p>Lesson 18: Write the first draft of a legend.</p> <p>Lesson 19: Write the final draft of a legend.</p> <p>Lesson 20: Orally retell my legend and engage an audience.</p>	Ancient Greece And Greek myths
Week 5		Provide reasoned justifications for their views.	Use further organisational and presentational devices to structure text and to guide the reader	<p><u>Immerse:</u></p> <p>Lesson 21: Look at a range of examples of instructions. In different contexts and see what they have in common.</p> <p>Lesson 22: Capture a range of ideas, language and learning.</p>	

(Assorted instructional texts)		Retrieve, record and present information from non-fiction. Read books that are structured in different ways and read for a range of purposes.	Proof-read for spelling and punctuation errors.	Analyse: Lesson 23: Identify the key features of an instructional text. Lesson 24: Identify the key features of an instructional text. Lesson 25: Follow two different sets of instructions and evaluate them.		
Week 6 (Assorted instructional texts)		Make comparisons within and across Ask questions to improve their understanding.	Using a colon to introduce a list. Punctuating bullet points consistently.	Lesson 26: Re-write and improve the instructions after my evaluation. Write: Lesson 27: A guided model of instructional writing. Lesson 28: A shared write for instructional writing Lesson 29: With a response partner, discuss, proofread and edit instructions. Lesson 30: Follow and evaluate a partner's instructions. What worked well and what didn't?		
Week 7 (Assorted instructional texts)		Summarise the main ideas Identify how language, structure and presentation contribute to meaning.	Using a colon to introduce a list. Punctuating bullet points consistently.	Lesson 31: Plan my own set of instructions. Lesson 32: Write a first draft of my instructions. Lesson 33: Write a final draft of my instructions. Lesson 34: Follow and evaluate my own set of instructions.		
Christian values:	Trust	Thankfulness	Respect	Forgiveness	Hope	Courage
British values:	Democracy	Individual Liberty	Rule of Law	Respect	Tolerance	