



# Year 5 - English Medium Term Planning 2020/2021

Year Group 5	Term 4	Teachers Mr Duffy	Unit title – Older literature (Beowulf) and poetry
<b>National Curriculum Coverage</b> - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 - Use dictionaries to check the spelling and meaning of words - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus - Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i> ] or modal verbs [for example, <i>might, should, will, must</i> ] - Linking ideas across paragraphs using adverbials of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before] - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]		- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Precising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<b>Vocabulary:</b> prefix, suffix, homophone, near homophone, commas, inverted commas, brackets, dashes, parenthesis, plan, draft edit, obituary, emotions, feelings, tone, expression, setting, character, personality, appearance, summarise, Beowulf, Grendel, Geats, Danes, Herot, Hrothgar, dragon, skim, scan, retrieve, record, sequence, chronological order, metaphor, noun phrase, expanded noun phrase, simile, alliteration, rhyming sequence, imagery, language, adverbs, adjectives, verse, stanzas,
Week No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Resources
1	MONDAY <u>To ask investigative questions</u>  ALL can use a range of questions MOST use modal verbs to make predictions SOME can use conjunctions to give reasons	<b>GPS Focus:</b> Spellings – SILENT LETTERS – test and then introduce/teach/practise - PIXL 3 in 38 – apply and review as a class - Introduce LI and highlight/discuss key vocab. - Show pupils a photograph/clip from Beowulf and discuss “I see...I think...I wonder”. - Provide pupils with a range of Anglo-Saxon treasures along with an original manuscript of the poem “Beowulf”. - Who might this have been? What do you think the word ‘barrow’ means? What artefacts can you see? What could they have been used for? Why famous, important people from ancient society were often buried with treasure/possessions? Why were there no remains? - Introduce the PowerPoint and explain the history behind Beowulf. - Pupils to create a range of investigative questions	IWB Video clip History powerpoint Beowulf text



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		<p><b>Plenary:</b> Read the opening of “Beowulf” by Michael Morpurgo</p>	
	<p>TUESDAY <u>To explore and identify features of older literacy</u></p> <p>ALL identify the pLit of a narrative poem MOST can identify features of a poem SOME can explain the purpose of different features</p>	<p><b>GPS Focus:</b> Spellings – SILENT LETTERS – review and apply</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Play “<b>noun phrases of horror</b>” (Appendix 5). Pupils to match the cards using ‘of’ to create noun phrases to describe Grendel. Children experiment joining different nouns together; some will work better than others. Can you use any alliteration? Can you use the conjunction ‘and’ to expand the phrase further? E.g. ‘giver of death and destruction’.</li> <li>- Read pages 43 – 56 Read to ‘...the noble name of Beowulf.’ Focus attention on the noun phrases and the range of alliterative adjectives and verbs (page 46). Why does the author use alliteration so frequently? Highlight that this creates a sense of action and movement.</li> <li>- Using provided words, pupils to create words and alliterative phrases to describe Grendel. Show pupils a picture of Grendel and model (use thesaurus where needed)</li> </ul> <p><b>Plenary:</b> Provide pupils with a sticky note and move around the classroom capturing different effective language choices to be used in the proceeding lesson.</p>	<p>IWB Beowulf text Noun phrase horror cards Sticky notes Grendel photos</p>
	<p>WEDNESDAY <u>To use figurative language to describe action</u></p> <p>ALL can use alliteration MOST can use nouns and noun phrases SOME can use similes and metaphors</p>	<p><b>GPS Focus:</b> Complex sentences</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Play “<b>noun phrases of horror</b>” (Appendix 5). Pupils to match the cards using ‘of’ to create noun phrases to describe Grendel. Children experiment joining different nouns together; some will work better than others. Can you use any alliteration? Can you use the conjunction ‘and’ to expand the phrase further? E.g. ‘giver of death and destruction’.</li> <li>- Read pages 43 – 56 Read to ‘...the noble name of Beowulf.’ Focus attention on the noun phrases and the range of alliterative adjectives and verbs (page 46). Why does the author use alliteration so frequently? Highlight that this creates a sense of action and movement.</li> <li>- Using provided words, pupils to create words and alliterative phrases to describe Grendel. Show pupils a picture of Grendel and model (use thesaurus where needed)</li> </ul>	<p>IWB Beowulf text Noun phrase horror cards Sticky notes Grendel photos</p>



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		<p><b>Plenary:</b> Provide pupils with a sticky note and move around the classroom capturing different effective language choices to be used in the proceeding lesson.</p>	
	<p>THURSDAY <u>To write a character description</u></p> <p>ALL can use alliteration MOST can use nouns and noun phrases SOME can use similes and metaphors</p>	<p><b>GPS Focus:</b> Alan Peat sentence type – introduce/embed and review</p> <ul style="list-style-type: none"> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Show pupils a photograph/clip of Grendel and popcorn different adjectives to describe the deadly beast.</li> <li>- Provide pupils with a modelled example of writing that describes Grendel in the 3<sup>rd</sup> person viewpoint. Read independently and as a class.</li> <li>- Using highlighters, ask pupils to identify effective writing strategies e.g openers, adverbials, word choices, conjunctions.</li> <li>- Share these features as a class and create a “writing steps to success” for use within the lesson.</li> <li>- Introduce the use of writing mats and pupils to writing a character description of Grendel using the strategies discusses.</li> </ul> <p><b>Plenary:</b> Model using an editing pen to edit and improve pupils’ work. Pupils to then choose something to edit and improve.</p>	<p>IWB Beowulf text Grendel clips/photos Modelled examples Highlighters Writing mats</p>
	<p>FRIDAY <u>LI: To make feasible predictions based on the text</u></p> <p><b>PIXL ASSESSMENT – Gap analysis/gap cLIsing therapy</b></p>	<p><b>GPS Focus:</b> Handwriting – initial letter formations/joins of different letter classes according to school handwriting policy</p> <ul style="list-style-type: none"> <li>- Introduce the LI and discuss the key vocabulary</li> <li>- Work through the following therapy, identified from term 2 gap analysis: <b>To make feasible predictions based on the text</b></li> <li>- Complete oral and written tasks through a mixed ability/mastery approach to cLlse the intended gap</li> <li>- Upon completion of the therapy, pupils to read “for pleasure” for 15 minutes whilst pupils are listened to on a 1:1 basis by the class teacher</li> </ul> <p><b>LA –</b> Complete an intensive guided reading session and comprehension activity as age appropriate level (led by TA)</p> <p><b>Plenary –</b> pupils to summarise what they have read and answer questions from their peers</p>	<p>- PIXL resources - PIXL therapies</p>
2	<p>MONDAY <u>To use adverbials to demonstrate feelings</u></p> <p>ALL can start a sentence with an LY adverb MOST can start a sentence with an adjective SOME can start a sentence with an ING verb</p>	<p><b>GPS Focus:</b> Spellings – ANT/ENT – test and then introduce/teach/practise</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Read pages 68 – 81 Read to ‘...was waiting for him.’</li> <li>- Whist reading, draw attention to adjectives and alliteration used to describe Grendel’s mother, the sea-serpent and her lair. Continue reading to page 88 and focus in on the range of adverbial phrases.</li> <li>- Imagine that we are writing the events of this day from the viewpoint of King Hrothgar. How can we add adverbials on to this sentence? Use post-its to add information and experiment with clause order.</li> <li>- Pupils to rewrite the provided recount using LY, ING and ADJECTIVE starters.</li> </ul>	<p>IWB Beowulf text Sticky notes</p>



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		<b>Plenary:</b> Share examples of rewritten recounts together.	
TUESDAY <u>To use noun phrases to describe a setting</u>  ALL can use a range of adjectives MOST can refer to the 5 senses SOME can use a range of sentence structures		<p><b>GPS Focus:</b> Spellings – ANT/ENT – review and apply</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Show pupils a picture of a “meed hall” and use post it notes to create adjectives/noun phrases to describe what they “see/think”.</li> <li>- Read a letter to the class inviting them to a party to celebrate the return of the heroic “Beowulf”.</li> <li>- Split the class into groups of Danes/Geats and role play what each group would do/say at the party. Make a class list of the things that could be seen/heard/felt/smelt and tasted at the party.</li> <li>- Through shared writing, write a description of the party focussing on using the 5 senses and inserting some dialogue/heroic speech.</li> </ul> <p><b>Plenary:</b> Model peer assessing writing with a partner with one book on top of the other. Editing pens to be used to edit/improve writing.</p>	IWB Beowulf text Photos of the party/hall Modelled examples Editing pens
WEDNESDAY <u>To use adjectives to create emotions</u>  ALL can use a range of adjectives MOST can use synonyms SOME summarise a story so far		<p><b>GPS Focus:</b> Determiners</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Share a good example of writing from yesterday’s lesson and discuss why it was effective.</li> <li>- Introduce and explain how pupils need to respond to feedback and how PITT stickers/pink/green highlighting works in reference to pupils work.</li> <li>- Pupils to respond to their feedback efficiently.</li> <li>- Introduce and explain the term “synonym”. Give pupils 2 minutes to create synonym for “happy/sad/scared/proud and angry”.</li> <li>- Pupils to draw an emotions graph, summarising the key events of Beowulf’s life and use synonyms to create different emotions at each point of his life.</li> </ul> <p><b>Plenary:</b> Children to read out their summaries in pairs/small groups. What was his biggest achievement and why? How did he feel?</p>	IWB Beowulf text Editing pens Graph templates
THURSDAY <u>To write a character description</u>		<p><b>GPS Focus:</b> Alan Peat sentence type – introduce/embed and review</p> <ul style="list-style-type: none"> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Show pupils a photograph/clip of Beowulf and popcorn different adjectives to describe the deadly beast.</li> <li>- Pupils to annotate a picture of Beowulf with boasts about his achievements and character portrayal.</li> </ul>	IWB Beowulf text Photos of Beowulf



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	<p>ALL can use alliteration MOST can use nouns and noun phrases SOME can use similes and metaphors</p>	<ul style="list-style-type: none"> <li>- Provide pupils with a modelled example of writing that describes Beowulf in the 3<sup>rd</sup> person viewpoint. Read independently and as a class.</li> <li>- Using highlighters, ask pupils to identify effective writing strategies e.g. openers, adverbials, word choices, conjunctions.</li> <li>- Share these features as a class and create a “writing steps to success” for use within the lesson.</li> <li>- Introduce the use of writing mats and pupils to writing a character description of Beowulf using the strategies discussed.</li> </ul> <p><b>Plenary:</b> Model using an editing pen to edit and improve pupils’ work. Pupils to then choose something to edit and improve.</p>	<p>Boast examples Modelled example Editing pens</p>
	<p>FRIDAY <u>LI: To understand the main points of a text</u></p> <p><b>PIXL ASSESSMENT – Gap analysis/gap closing therapy</b></p>	<p><b>GPS Focus:</b> Handwriting – initial letter formations/joins of different letter classes according to school handwriting policy</p> <ul style="list-style-type: none"> <li>- Introduce the LI and discuss the key vocabulary</li> <li>- Work through the following therapy, identified from term 2 gap analysis: <b>To understand the main points of a text with specific reference</b></li> <li>- Complete oral and written tasks through a mixed ability/mastery approach to close the intended gap</li> <li>- Upon completion of the therapy, pupils to read “for pleasure” for 15 minutes whilst pupils are listened to on a 1:1 basis by the class teacher</li> </ul> <p><b>LA</b> – Complete an intensive guided reading session and comprehension activity as age appropriate level (led by TA)</p> <p><b>Plenary</b> – pupils to summarise what they have read and answer questions from their peers</p>	<ul style="list-style-type: none"> <li>- PIXL resources</li> <li>- PIXL therapies</li> </ul>
<p><b>3</b></p>	<p>MONDAY <u>To justify opinions about a text</u></p> <p>ALL can say what they like and dislike MOST can make links to other experiences SOME can explain what puzzles them</p>	<p><b>GPS Focus:</b> Spellings – ANCY/ENCY – test and then introduce/teach/practise</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Discuss the events of book and ask children to discuss their likes/dislikes of story that we have read.</li> <li>- Provide pupils with a range of probing sentence starters and discuss anything that puzzled them (Why did...? How come...?)</li> <li>- Have 4 large pieces of paper dotted around the classroom: likes, dislikes, puzzles and connections. Children to add responses to sticky notes and add to the pieces of paper.</li> <li>- Review as a class and extend their responses (tell me more about...)</li> <li>- Pupils to record their responses in their books under the headers and explain their justification of each.</li> </ul> <p><b>Plenary:</b> What did you think of the character Beowulf and why? Did you like him? What did you feel about the role of women in the story?</p>	<p>Beowulf text Large pieces of paper Flipchart</p>



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<p>TUESDAY <u>To write an obituary</u></p> <p>ALL can structure an obituary MOST can use adjectives and noun phrases SOME can use idioms</p>	<p><b>GPS Focus:</b> Spellings – – review and apply</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Play “idioms” of life and death. Can children explain these idioms and sayings?</li> <li>- Explain the role of an obituary and that it gives public facts to celebrate the life of a person. It also informs the public of when/where the funeral will be.</li> <li>- Model writing an obituary dividing it into 4 sections: Title, announcement of death, biography/important achievements/friends and special messages.</li> <li>- Ensure pupils understand that the tone will be formal and vocabulary needs to reflect this.</li> <li>- Children to write an obituary for Beowulf and try to use some of idioms created at the start of the lesson.</li> </ul> <p><b>Plenary:</b> Children read out their obituaries and celebrate their work/life of Beowulf.</p>	<p>IWB Beowulf text Modelled example Editing pens Obituary examples</p>
<p>WEDNESDAY <u>To sequence a story</u></p> <p>ALL can identify key parts of a story MOST can order parts chronologically SOME can suggest ways a story could be improved</p>	<p><b>GPS Focus:</b> Types of sentences</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab.</li> <li>- Give pupils a 1 minute challenge. Can they summarise the story of Beowulf in only 1 minute? Share some examples as a class.</li> <li>- Explain that a summary is an overview of key/important information only. If you had 10 bullet points, what are the 10 key parts of the story?</li> <li>- Share these ideas as a class and create a class list and play the Powerpoint.</li> <li>- Model creating a timeline sequencing the story of Beowulf</li> <li>- Pupils to create their own timeline using their 10 key/important events of the story. Focus on presentation and working in chronological order.</li> </ul> <p><b>Plenary:</b> Share your timeline with a partner. Discuss differences/similarities and justify the reason why.</p>	<p>IWB Beowulf text Beowulf summary powerpoint Sequence cards Sequence example</p>
<p>THURSDAY <u>To answer questions based on a story</u></p> <p>ALL can read and understand questions MOST can select and find relevant information</p>	<p><b>GPS Focus:</b> Alan Peat sentence type – introduce/embed and review</p> <ul style="list-style-type: none"> <li>- Introduce LI and highlight/discuss key vocab</li> <li>- Provide pupils with an original poem form of Beowulf and read independently and together as a class.</li> <li>- Show pupils a range of questions based on the text and model answering in full sentences.</li> <li>- Use a highlighter to identify key words in the questions and then extract the evidence from the text using skimming/scanning effectively.</li> <li>- Pupils to answer questions based on the text and then create their own questions that could be asked.</li> </ul>	<p>IWB Beowulf text Comprehension sheets Question examples</p>



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	SOME can justify reasons with evidence	Plenary: Share answers as class.	
	FRIDAY <u>LI: To summarise the main points of a text</u>  PIXL ASSESSMENT – Gap analysis/gap cllsing therapy	<b>GPS Focus:</b> Handwriting – initial letter formations/joins of different letter classes according to school handwriting policy - Introduce the LI and discuss the key vocabulary - Work through the following therapy, identified from term 2 gap analysis: <b>To summarise the main points of a text</b> - Complete oral and written tasks through a mixed ability/mastery approach to cllse the intended gap - Upon completion of the therapy, pupils to read “for pleasure” for 15 minutes whilst pupils are listened to on a 1:1 basis by the class teacher  <b>LA</b> – Complete an intensive guided reading session and comprehension activity as age appropriate level (led by TA)  <b>Plenary</b> – pupils to summarise what they have read and answer questions from their peers	- PIXL resources - PIXL therapies
4	MONDAY <u>To plan a heroic legend</u>  ALL can use a planning frame MOST can use bullet points SOME can summarise the main events	<b>GPS Focus:</b> Spellings – HOMOPHONES – test and then introduce/teach/practise  - PIXL 3 in 38 – apply and review as a class - Introduce LI and highlight/discuss key vocab - Introduce an Alan Peat planning frame and identify the key aspects such as structure/tips/examples - Model writing a plan for a narrative version of Beowulf (3 <sup>rd</sup> person/past tense) using bullet points to summarise key information. - Pupils to plan their own recount of Beowulf using the information provided. Use a word mat to ensure that key spellings/vocabulary are spelt correctly and no misconceptions are present.  <b>Plenary:</b> What one thing will you try to include in your writing to make it engaging?	IWB Beowulf text Planning frames
	TUESDAY <u>To draft a heroic legend</u>  ALL can write in chronological order MOST can use noun phrases for description	<b>GPS Focus:</b> Spellings – HOMOPHONES – review and apply  - PIXL 3 in 38 – apply and review as a class - Introduce LI and highlight/discuss key vocab - Refer back to the class plan from yesterday and ask pupils to read their plans for familiarity. - Provide pupils with a modelled example of writing that starts the story (setting/characters/introduction) Read independently and as a class. - Using highlighters, ask pupils to identify effective writing strategies e.g. openers, adverbials, word choices, conjunctions.	IWB Beowulf text Modelled example Writing mats Editing pens Word/vocab mats



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	<p><b>SOME use a range genre features</b></p>	<ul style="list-style-type: none"> <li>- Share these features as a class and create a “writing steps to success” for use within the lesson.</li> <li>- Pupils to write their story openings and edit each paragraph upon completion (model this process)</li> </ul> <p><b>Plenary:</b> Share openings with a partner and peer edit (one star and one wish)</p>	
	<p>WEDNESDAY <u>To draft a heroic legend</u></p> <p>ALL can write in chronological order MOST can use noun phrases for description SOME use a range genre features</p>	<p><b>GPS Focus:</b> Word Classes</p> <ul style="list-style-type: none"> <li>- PIXL 3 in 38 – apply and review as a class</li> <li>- Introduce LI and highlight/discuss key vocab</li> <li>- Ask pupils to read back their work from yesterday for sense and Llok at their feedback.</li> <li>- Share an example of writing and discuss how it could be improved.</li> <li>- Continue the class story through shared writing</li> <li>- Refer to the steps to success from yesterday. Ask pupils to challenge themselves to include something effective that they didn't do yesterday.</li> <li>- Pupils continue writing their story and edit each paragraph upon completion (model this process)</li> </ul> <p><b>Plenary:</b> Peer edit writing together in pairs.</p>	<p>IWB Beowulf text Modelled example Writing mats Editing pens Word/vocab mats</p>
	<p>THURSDAY <u>To draft a heroic legend</u></p> <p>ALL can write in chronological order MOST can use noun phrases for description SOME use a range genre features</p>	<p><b>GPS Focus:</b> Alan Peat sentence type – introduce/embed and review</p> <ul style="list-style-type: none"> <li>- Introduce LI and highlight/discuss key vocab</li> <li>- Ask pupils to read back their work from yesterday for sense and Llok at their feedback.</li> <li>- Share an example of writing and discuss how it could be improved.</li> <li>- Continue the class story through shared writing</li> <li>- Refer to the steps to success from yesterday. Ask pupils to challenge themselves to include something effective that they didn't do yesterday.</li> <li>- Pupils continue writing their story and edit each paragraph upon completion (model this process)</li> </ul> <p><b>Plenary:</b> Peer edit writing together in pairs.</p>	<p>IWB Beowulf text Modelled example Writing mats Editing pens Word/vocab mats</p>
	<p>FRIDAY <u>LI: To identify explicit details from a text with reference</u></p> <p><b>PIXL ASSESSMENT – Gap analysis/gap closing therapy</b></p>	<p><b>GPS Focus:</b> Handwriting – initial letter formations/joins of different letter classes according to school handwriting policy</p> <ul style="list-style-type: none"> <li>- Introduce the LI and discuss the key vocabulary</li> <li>- Work through the following therapy, identified from term 2 gap analysis: <b>To identify explicit details from a text with reference</b></li> <li>- Complete oral and written tasks through a mixed ability/mastery approach to close the intended gap</li> <li>- Upon completion of the therapy, pupils to read “for pleasure” for 15 minutes whilst pupils are listened to on a 1:1 basis by the class teacher</li> </ul>	<ul style="list-style-type: none"> <li>- PIXL resources</li> <li>- PIXL therapies</li> </ul>



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		<p><b>LA</b> – Complete an intensive guided reading session and comprehension activity as age appropriate level (led by TA)</p> <p><b>Plenary</b> – pupils to summarise what they have read and answer questions from their peers</p>	
<b>5</b>	<p>MONDAY</p> <p>ASSESSMENT WEEK – PIXL Reading Paper</p>		
	<p>TUESDAY</p> <p>ASSESSMENT WEEK – PIXL GPS Paper</p>		
	<p>WEDNESDAY</p> <p>ASSESSMENT WEEK – PIXL Spelling Paper followed by a book review of the core text</p>		
	<p>THURSDAY</p> <p><u>To draft a neat copy</u></p> <p>ALL can copy their work accurately</p> <p>MOST can join their writing fluently</p> <p>SOME can suggest improvements to writing</p>	<p><b>GPS Focus:</b> Alan Peat sentence type – introduce/embed and review</p> <ul style="list-style-type: none"> <li>- Introduce LI and highlight/discuss key vocab</li> <li>- Ask pupils to read back their work from yesterday for sense and look at their feedback.</li> <li>- Show examples of excellent presentation and discuss why it is effective.</li> <li>- Pupils to write a final neat copy of their work (for display) focussing on joined handwriting, corrections to spellings and punctuation. Ensure pupils understand that they are now authors and this is the final part of their writing process (similar to Michael Murpurgo).</li> </ul> <p><b>Plenary:</b> Pupils to walk around the classroom and look at the writing produced. Who has impressed you and why?:</p>	<p>IWB</p> <p>Beowulf text</p> <p>Word/vocab mats</p> <p>Guidelines</p> <p>Writing frame</p> <p>Paperclips</p>
<p>FRIDAY</p> <p><u>LI: To describe the actions of a character and explain them</u></p>	<p><b>GPS Focus:</b> Handwriting – initial letter formations/joins of different letter classes according to school handwriting policy</p> <ul style="list-style-type: none"> <li>- Introduce the LI and discuss the key vocabulary</li> <li>- Work through the following therapy, identified from term 2 gap analysis: <b>To describe the actions of a character and explain them</b></li> <li>- Complete oral and written tasks through a mixed ability/mastery approach to close the intended gap</li> </ul>	<p>- PIXL resources</p> <p>- PIXL therapies</p>	



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	<b>PIXL ASSESSMENT – Gap analysis/gap closing therapy</b>	<p>- Upon completion of the therapy, pupils to read “for pleasure” for 15 minutes whilst pupils are listened to on a 1:1 basis by the class teacher</p> <p><b>LA</b> – Complete an intensive guided reading session and comprehension activity as age appropriate level (led by TA)</p> <p><b>Plenary</b> – pupils to summarise what they have read and answer questions from their peers</p>	
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6	MONDAY
	PLANNING LEFT OPEN TO DUE TO EVENTS SUCH AS WORLD BOOK DAY AND EASTER
	TUESDAY
	PLANNING LEFT OPEN TO DUE TO EVENTS SUCH AS WORLD BOOK DAY AND EASTER
WEDNESDAY	
PLANNING LEFT OPEN TO DUE TO EVENTS SUCH AS WORLD BOOK DAY AND EASTER	
THURSDAY	
PLANNING LEFT OPEN TO DUE TO EVENTS SUCH AS WORLD BOOK DAY AND EASTER	