

## Year 5 English MTP –Autumn 1 - 2023

### **In every reading lesson:**

- Fluency will be developed through both paired reading (having been previously modelled by the class teacher) and reading groups, with the teacher working with separate groups throughout.
- Children will build up a wide variety of vocabulary.
- Children will be able to give informed impressions of character, using carefully found evidence from the text, being able to both write this and verbally justify answers.
- Range of question styles, being able to explain what each is asking for and be able to answer them in a timed session.
- Love of reading and enjoyment is visible throughout.

### **Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.**

- Clear expectations for listening – repeating and learning the information. Time taken to rehearse vocabulary. Emphasis on learning and being able to explain the key vocabulary.
- Exemplary behaviour and comments made on sitting and listening.
- Repetition in oral work and insistence that the correct terms are used within writing – also using the drafting/writing process for any written answers.
- Modelling of writing key words and date/title.
- Demonstration of high standards through construction and presentation.
- Insistence of copying key words correctly with fingers underneath words for accuracy.
- End products – handwriting and writing up is beautifully presented.

### Class texts to be studied:

*Still Jim and Silent Jim – Phillipa Pearce*

*Calling The Whales – Jasbinder Bilan*

**3 news articles: North Yorkshire to tackle rise in second homes with council tax premium – The guardian**

'By November, it's a ghost town' – The independent

Second homes crisis: Whitby at 'breaking point' – The Yorkshire Post

*Magazine Article – Plastic pollution in the ocean – Michael Fitzroy*

Reading	Purpose and Learning Outcomes	Key elements to be taught through text.	Writing link
<p><b><u>Still Jim and Silent Jim</u></b>  <b><u>Phillipa Pearce</u></b>                      2 weeks</p>	<ul style="list-style-type: none"> <li>• Be able to understand where clues are within the text for inference questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary to investigate in context:</li> <li>• Mutual affection/ fond/ widow/ harassed/sharp tongued/ manipulative/</li> </ul>	Writing

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	<ul style="list-style-type: none"> <li>• To understand how the author brings character to life</li> <li>• Identify techniques writer has used to create suspense and tension</li> <li>• Define vocabulary thinking about its meaning and impact</li> <li>• Retrieve information</li> <li>• Use clues to make predictions</li> </ul>	<p>accomplished / remorsefully / pleasure jaunt/ cocked back</p> <ul style="list-style-type: none"> <li>• Practise reading aloud sections in pairs – the holiday to seaside with voices/ expression</li> </ul> <p>Practise reading focus questions:</p> <ol style="list-style-type: none"> <li>1. Look at page 69. What does the author mean <i>he over-crowded an already crowded house</i>?</li> <li>2. Look at the paragraph beginning: On the other hand... to the paragraph ending: ...as longas he wants it.’ Give two reasons Mrs Heslop let Grandad stay with them:</li> <li>3. Read the paragraph beginning ‘ Another convenience of Old Jim’s deafness...’ Explain what his relationship with young Jim is like</li> </ol> <ul style="list-style-type: none"> <li>• Discuss how the character’s got their nicknames.</li> <li>• Discuss how the two characters are similar/different?</li> <li>• Compare and contrast both.</li> <li>• Discuss how the author makes Old Jim’s character appeal to the reader?</li> </ul>	<p>Informal Letter – Silent Jim writes to Steve to apologise and explain about his Grandad’s behaviour.</p> <p>Grammar link:</p> <ul style="list-style-type: none"> <li>• Capital letters- children edit the passage from chapter 1 to edit the missed capital letters. Highlight proper nouns.</li> <li>• Noun phrases – which noun phrases has Tom Palmer used to describe the character?</li> <li>• Adverbs – how has Tom used these to add to the tension/ tell us that he is anxious?</li> </ul>
<p><b>Calling The Whales by Jasbinder Bilan</b></p> <p><u>3 weeks</u></p>	<ul style="list-style-type: none"> <li>• Be able to understand where clues are within the text for inference questions.</li> <li>• To understand how the author brings character to life</li> </ul>	<ul style="list-style-type: none"> <li>• New Words: plastic pollution, sustainability, conservation, environment, estuary, juts, tufted, haunting, casts, distressing, cocoon, plummets, violently</li> </ul>	<p>Writing Link – Children use the chapter 4-5 of the rescue (page 37 – 53) to describe the sea in first person as Tulsi</p> <p>Write and describe the sea/atmosphere using:</p>

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	<ul style="list-style-type: none"><li>• Identify techniques writer has used to create suspense and tension</li><li>• Define vocabulary thinking about its meaning and impact</li><li>• Retrieve information</li><li>• Use clues to make predictions</li></ul>	<p>Read the paragraph beginning “It’s night time...” down to “the island is our special place” Write down 3 impressions you get of Tulsi’s character (refer to the text)</p> <p>Page 3 Find and copy a phrase that tells you the sea isn’t calm?</p> <p>Page 4 – How do the children feel about the whale monument? 2 marks</p> <p>Pg5-6 Find and copy two ways in which Satchen helps to conserve the beach/ ocean?</p> <p>Pg 18-19 Find 3 ways you can tell the children are nervous about their quest? How has the author created a tense atmosphere? 3marks</p> <p>Pg21 What made Tulsi want to go back?</p> <ul style="list-style-type: none"><li>• She was tired</li><li>• She was worried her mum would be angry</li><li>• She was feeling so anxious</li><li>• She thought she had imagined the noise</li></ul> <p>Look at page 25. Write one piece of evidence that shows Tulsi was shocked by what she saw?</p>	<ul style="list-style-type: none"><li>• Strong noun phrases</li><li>• Personification</li><li>• Simile</li><li>• Metaphor</li><li>• Rhetorical Q</li><li>• Short sentence for impact</li><li>• Precise verbs and adverbs</li></ul> <p><i>This will then be built on in cross curricular work about Whitby – comparing the human and physical features in 2 paras – use all same techniques and full range of senses to describe – after field trip.</i></p>
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<p>What is the impact of people buying second holiday homes on the locality: Whitby ?</p> <p><i>2 weeks</i></p>	<p><a href="https://www.independent.co.uk/news/uk/home-news/whitby-second-homes-ban-vote-b2100685.html">https://www.independent.co.uk/news/uk/home-news/whitby-second-homes-ban-vote-b2100685.html</a></p> <p><a href="https://www.yorkshirepost.co.uk/news/opinion/columnists/time-for-action-on-whitby-second-homes-and-airbnb-issue-andrew-vine-3747030">https://www.yorkshirepost.co.uk/news/opinion/columnists/time-for-action-on-whitby-second-homes-and-airbnb-issue-andrew-vine-3747030</a></p> <p>Hotspot Tourists Domination Ghost town Unsustainable House prices Driving Depopulation Downward spiral Proposals Independent shops/ businesses in decline</p>	<ul style="list-style-type: none"> <li>• Watch news report</li> <li>• Read newspaper article</li> <li>• Answer reading questions to explain what is happening and why?</li> <li>• Write argument – Should the purchasing of second holiday homes be banned?</li> </ul>	<p>Write a balanced argument in 4 paragraphs which answers:</p> <p><i>Should tourists be allowed to buy second homes in Whitby?</i></p> <ul style="list-style-type: none"> <li>• Modal verbs – degree of certainty – should / could / must/ will</li> <li>• Formal conjunctions – furthermore/ consequently/ subsequently/ in conclusion</li> </ul> <p>Points for sentences are rehearsed by speaking in debate</p>
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### Grammar MTP

Week	Main Content
1	Proper Nouns
2	Adverbs of Possibility
3	Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify
4	Tenses: Past & Present Progressive and Present Perfect
5	Possessive Plural Apostrophes
6	Expanded Noun Phrases(expanded by the addition of modifying adjectives, nouns and prepositional phrases)

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### Spelling Rules

<b>Week</b>	<b>Objective</b>
1	Words with endings that sound like shus - cious
2	Words with endings that sound like shus – tious and ious
3	Words with vowel sounds like i but spelt y
4	Words with vowel sounds like i but spelt y
5	Homophones
6	Homophones

\*We will also revise all the words from the Y3/4 Statutory list this term