



# Year 5 - Autumn Term

	Week 1 WC 6 <sup>th</sup> Sept	Week 2 WC 13 <sup>th</sup> Sept	Week 3 WC 20 <sup>th</sup> Sept	Week 4 WC 27 <sup>th</sup> Sept	Week 5 WC 4 <sup>th</sup> Oct	Week 6 WC 11 <sup>th</sup> Oct	Week 7 WC 18 <sup>th</sup> Oct
Autumn Term 1	<b>Text: The Midnight Fox</b>						
	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- soft and hard 'c'</li> <li>- 'ed' ending</li> </ul> <p><b>Reading:</b></p> <p>Page 1 - 7</p> <ul style="list-style-type: none"> <li>- Vocabulary (leaping, cellophane, puzzled, shrug, figs, clearer, freight, triumph, coop, despise, loathe, crummy)</li> <li>- Inferences/predictions</li> <li>- Evidence from text to support answers (PEE).</li> </ul> <p><b>Writing (The Creation Story - Mayana):</b></p> <ul style="list-style-type: none"> <li>- Identify features.</li> <li>- Expanded noun phrases.</li> <li>- Fronted adverbials (time, place and manner).</li> <li>- Commas to mark fronted adverbials.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- 'ly' ending</li> <li>- 'tion' and 'sion'</li> </ul> <p><b>Reading:</b></p> <p>Page 8 - 14</p> <ul style="list-style-type: none"> <li>- Vocabulary (reasonable, routine, sob, 'strike out', enthusiastic, understatement, handicap, earnestly, vacation, nursed, sarcastic, eager)</li> <li>- Inferences (characters)</li> <li>- Evidence from text to support answers (PEE).</li> </ul> <p><b>Writing (The Creation Story - Mayana):</b></p> <ul style="list-style-type: none"> <li>- Sequencing and plan (document proforma)</li> <li>- Draft - Focus on content</li> <li>- Write - Focus on handwriting</li> <li>- Edit - Spelling and grammar focus</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- 'ing' ending</li> <li>- homophones</li> </ul> <p><b>Reading:</b></p> <p>Page 15 - 22</p> <ul style="list-style-type: none"> <li>- Vocabulary (sneaker, transferring, fortunately, disgustedly, enormous, galvanised, homets, cramped, 'ten-ton', chore)</li> <li>- Retrieval</li> <li>- Sequencing events (chronology)</li> </ul> <p><b>Writing (The Creation Story: Christianity - Independent):</b></p> <ul style="list-style-type: none"> <li>- Plan (sequence, vocabulary, key feature)</li> <li>- Write (Write Away Books)</li> <li>- Edit (spelling, grammar and punctuation)</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- 'cious' and 'tious'</li> <li>- 'cial' and 'tial'</li> </ul> <p><b>Reading:</b></p> <p>Page 23 - 27</p> <ul style="list-style-type: none"> <li>- Vocabulary (abandoned, 'disk jockey', noon, advertised, arrowheads, souvenirs, 'totem pole', dismal, orphanage, puny, tremendous, boulders, merry, sullen, whitewashed, lonesome)</li> <li>- Predictions</li> <li>- Using evidence and clues from the text.</li> </ul> <p><b>Writing (Non-Fiction - The Midnight Fox):</b></p> <ul style="list-style-type: none"> <li>- Identify features.</li> <li>- Commas in a list</li> <li>- Conjunctions</li> <li>- Relative clauses ('that' and 'which')</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- 'tion', 'sion', 'sion' and 'cion'</li> </ul> <p><b>Reading:</b></p> <p>Page 28 - 36</p> <ul style="list-style-type: none"> <li>- Vocabulary (porch, abandoned, disgusted, peculiar, 'wallet sized', foolish, dialled)</li> <li>- Retrieve and record information</li> </ul> <p><b>Writing (Non-Fiction - The Midnight Fox):</b></p> <ul style="list-style-type: none"> <li>- Plan (structure, layout and headings)</li> <li>- Draft (technical vocabulary and accurate facts)</li> <li>- Write - (handwriting)</li> <li>- Edit - (spelling)</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- hyphens</li> <li>- 'ou'</li> </ul> <p><b>Reading:</b></p> <p>Page 37 - 42</p> <ul style="list-style-type: none"> <li>- Vocabulary (supper, shouldered, 'wore down', assured, 'bathing suits', emblems, 'crumpled-up', luncheon)</li> <li>- Summarise (character's feelings)</li> </ul> <p><b>Writing (Non-Fiction - Palenque):</b></p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Plan (sequence, vocabulary, key feature)</li> <li>- Write (Write Away Books)</li> <li>- Edit (spelling, grammar and punctuation)</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- 'I' before 'e'</li> <li>- 'able' and 'ible'</li> </ul> <p><b>Reading:</b></p> <p>Page 43 - 48</p> <ul style="list-style-type: none"> <li>- Vocabulary (adaptable, mischief, rigged, harness, zinnia, chickweed, highlight, 'Statue of Liberty', chores, 'of great importance', steep, bank, demolished, unaided)</li> <li>- Inferences (characters)</li> <li>- Evidence from text to support answers (PEE).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Publish one of the pieces of writing.</li> </ul>



	Week 1 WC 1 <sup>st</sup> Nov	Week 2 WC 8 <sup>th</sup> Nov	Week 3 WC 15 <sup>th</sup> Nov	Week 4 WC 22 <sup>nd</sup> Nov	Week 5 WC 29 <sup>th</sup> Nov	Week 6 WC 6 <sup>th</sup> Dec	Week 7 WC 13 <sup>th</sup> Dec
Autumn Term 2	<b>Text: The Midnight Fox</b>						
	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- 'ough' (enough)</li> <li>- Homophones</li> </ul> <p><b>Reading</b></p> <p>Page 49 - 54</p> <ul style="list-style-type: none"> <li>- Vocabulary (Maine, chores, fused, moan-like, depths, crest, sprang, grove, tipped, parted, scent, cocked, quivered, slight)</li> <li>- Inference (character's thoughts and feelings).</li> <li>- Authorial intent - 'WAR!'</li> <li>- Evidence from text to support answers (PEE).</li> </ul> <p><b>Writing (Newspaper report) - Spanish conquest of the Mayans</b></p> <ul style="list-style-type: none"> <li>- Identify features.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Prefixes (un/dis/mis) - meaning of words/root words.</li> </ul> <p><b>Reading</b></p> <p>Page 55 - 59</p> <ul style="list-style-type: none"> <li>- Vocabulary (uneasy, porch, beets, angrily, practically, muskrat, possum, shuddered, awfulest, tease, perch, coon, uneaten)</li> <li>- Retrieval</li> <li>- Chronology (ordering events).</li> </ul> <p><b>Writing (Newspaper report) - Spanish conquest of the Mayans</b></p> <ul style="list-style-type: none"> <li>- Plan (document proforma)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Homophones (raw/roar)</li> <li>- Hyphens (to join a prefix)</li> </ul> <p><b>Reading</b></p> <p>Page 60- 64</p> <ul style="list-style-type: none"> <li>- Vocabulary (creek, ram, hem, prompted, moss, dynamite, hollow, resist, cunning, bushels)</li> <li>- Inference (thoughts and feelings about a character based on their actions and behaviours)</li> </ul> <p><b>Writing (Newspaper report) - Sir Francis Drake sets off to sail around the world.</b></p> <ul style="list-style-type: none"> <li>- Plan (sequence, vocabulary, key feature)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- 'tion'/'sion'/'cian'/'ssion'</li> </ul> <p><b>Reading</b></p> <p>Page 65- 67</p> <ul style="list-style-type: none"> <li>- Vocabulary (remaining, appeared, selection, headline, creek, Pittsburgh, awoke)</li> <li>- Retrieval (find and copy...)</li> <li>- Fact/Opinion</li> </ul> <p><b>Writing (Poetry) Mayan Prayers/Poems</b></p> <p><a href="http://thejewelledsky.com">Mayan Prayer - The Prayer to the Seven Directions (thejewelledsky.com)</a></p> <ul style="list-style-type: none"> <li>- Identify features</li> <li>- Language features (alliteration and simile)</li> <li>- Imagery (emotive language)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- /l/ sound spelt /al/</li> <li>- 'ough'</li> </ul> <p><b>Reading</b></p> <p>Page 68 - 73</p> <ul style="list-style-type: none"> <li>- Vocabulary (avoid, casually, exceptional, mass, gradually, adjust, immediately, announcer, discovery, occur, eskimoes, untended, gracefully, faint, pounced, trotted)</li> <li>- Inference</li> </ul> <p><b>Writing (Poetry) Mayan Prayers/Poems</b></p> <ul style="list-style-type: none"> <li>- Plan (convert story to poem)</li> <li>- Draft (paragraphs into verses)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- 'ei' after c</li> <li>- Suffixes (when the final letter is the same as the beginning letter of the suffix)</li> </ul> <p><b>Reading</b></p> <p>Page 74 - 78</p> <ul style="list-style-type: none"> <li>- Vocabulary (impulse, desire, fascination, sitter, fierce, sunlit, boulders, recited, folk, composition, entitled, charged, flexed, ravine, underbush, reluctantly, pasture, grazing)</li> <li>- Prediction</li> <li>- Inference (thoughts and feelings about a character using evidence)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- cial/tial</li> </ul> <p><b>Reading</b></p> <p>Page 79 - 84</p> <ul style="list-style-type: none"> <li>- Vocabulary (alpine, accordion, trotting, peasant, abandoned, baffled, vacation, crawled, resist, temptation, deposited, fool, appealing)</li> <li>- Retrieval</li> <li>- Summarise</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Publish one of the pieces of writing.</li> </ul>



	<ul style="list-style-type: none"> <li>-Orientation</li> <li>- Relative pronouns/clauses</li> <li>- Conjunctions to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Draft - Focus on content (converting notes to sentences)</li> <li>- Write - Focus on handwriting</li> <li>- Edit - Spelling, grammar, cohesion - is it repetitive? Does it cover the main points?</li> </ul>	<ul style="list-style-type: none"> <li>- Write (Write Away Books)</li> <li>- Edit (spelling, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>-Structure</li> </ul>	<ul style="list-style-type: none"> <li>-Write (handwriting and structure)</li> <li>-Edit (Spelling, punctuation and cohesion)</li> </ul>	<p><u>Writing (Poetry) Mayan Prayers/Poems</u></p> <ul style="list-style-type: none"> <li>-Plan (story to retell, paragraphs to verses)</li> <li>-Write (write away books)</li> <li>-Edit (focus on spelling, grammar and cohesion)</li> </ul>	
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