

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Text type (name and genre)	Darwin and Wallace - Biography		Explore! The Most Dangerous Journeys of All Time		I Like This Poem		Curriculum writing week
Writing outcome	To write a letter to a famous scientist		To write a training manual for a would-be explorer		To write a poem based on the structure 'The Jabberwocky.		Balanced argument - should the government invest money in space exploration?
SPAG outcomes	To note and develop initial ideas, drawing on reading and research where necessary To proof-read for spelling and punctuation errors To use commas to clarify meaning or avoid ambiguity in writing To use brackets, dashes or commas to indicate parenthesis		To use a range of punctuation correctly.	Recognise vocabulary structures that are appropriate for formal speech and writing. Use commas to clarify meaning or avoid ambiguity in writing.	Quality adjectives to add good description to the writing.	To use a range of punctuation correctly.	Active and passive voice. Using a range of subordinating conjunctions. Use a range of cohesive devices.
Tier 2 vocabulary	passionate, obsessed, inconsiderate, inspired, roamed, epic, exquisite, literally, selected		Hauling, inspired, treacherous, threatened, ambitious, desperate, endurance, convert, pioneering, stench.		lean, quest, desolate, scorched, dismayed, disclosed, beware, foamed, demeanour, swish		(refer to topic vocabulary)
Speaking and listening opportunities	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		Consider and evaluate different viewpoints, attending to and building on the contributions of others.		Participation in discussions, presentations, performances, role play, improvisations and debates.		Participate in whole class discussion about space

			Gain, maintain and monitor the interest of the listener.	exploration. Be able to articulate their ideas with reasons why. Listen attentively to the opinion of others.
TAF reading outcomes	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence To provide reasoned justifications for their views.	Explain and discuss their understanding of what they have read, drawing reasoned inferences and justifying these with evidence.	Read aloud with confidence and fluency including intonation that shows understanding. Explore how writers use language for comic and dramatic effects.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
TAF writing outcomes	To use a full range of punctuation taught in lower KS2 mostly correctly. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. To write for a range of purposes and audiences	To use a full range of punctuation taught in lower KS2 mostly correctly. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. To write for a range of purposes and audiences	Write for a range of purposes and audiences. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires	Use a full range of punctuation taught in lower KS2 mostly correctly. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires.

LITERACY MEDIUM TERM PLAN
TERM: AUTUMN TERM 2

YEAR GROUP: 5/4

CLASS TEACHER: Mrs Morton



				Write for a range of purposes and audiences.
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