Autumn Term
Spring Term
Summer Term

Jane Considine Education

Unit plans included in the Jane Considine English Unit Plan Subscription

		www.janeconsidine.com	**UNIT PLAN TITLE** Books																						
			NARRATIVE												**NON-FICTION**									**POETRY**	
		Year 5 National Curriculum Coverage	ZOO	COMPUTER DAD	COSMIC	GORILLA	ONE SMALL STEP	THE NOWHERE EMPORIUM	THE PRESENT	THE FANTASTIC FLYING BOOKS	I BELIEVE IN UNICORNS	ROSE BLANCHE	THE EXPLORER	THE SNOWMAN	DAVID ATTENBOROUGH	PLASTIC POLLUTION	MARS TRANSMISSION	KCIK	SCREEN USE	SCOTT OF THE ANTARCTIC	EMPEROR PENGUINS	REFUGEES	HATSHEPSUT EGYPT	THE MALFEASANCE	THE HIGHWAYMAN
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	**SPOKEN LANGUAGE**	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to use relevant strategies to build their vocabulary.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to articulate and justify answers, arguments and opinions.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to select and use appropriate registers for effective communication.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	WRITING COMPOSITION	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Pupils should be taught to draft and write by precising longer passages.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
		Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	WORD	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
		Verb prefixes [for example, dis–, de–, mis–, over– and re–]	☐	☐	☑	☐	☐	☑	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☑	☐
	SENTENCE	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☑	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐
	TEXT	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	☑	☑	☐	☐	☐	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
	PUNCTUATION	Brackets, dashes or commas to indicate parenthesis	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☐	☐	☑
		Use of commas to clarify meaning or avoid ambiguity	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐