

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 10 Advent Term Cycle A



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1				Cold Task		
Week 2 Non-Fiction Non-Chronological Reports Model Text: The Pancake Dragon	<ul style="list-style-type: none"> To maintain positive attitudes to reading and an understanding of what they read. To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	Comprehension <i>Text: Hedgebogs (twinkl)</i> <ul style="list-style-type: none"> To retrieve, record and present information from Non-fiction. 	<ul style="list-style-type: none"> To plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary. 	TFW: Imitation Phase Hook (watch trailer for The BFG 2016); identify the audience and purpose of writing; read and internalise the model text ('The Pancake Dragon'); box-up the text; analyse features and construct toolkit.	Consolidate <ul style="list-style-type: none"> To use full stops and capital letters. To use question marks and exclamation marks. 	'ough' letter string bough, cough, dough, enough, ough (plus 5 phonics spellings)
Week 3	<ul style="list-style-type: none"> To recommend books that they have read to their peers, giving reasons for their choices. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	Comprehension <i>Text: Strange but True: Animals (twinkl)</i> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To draft and write by précising longer passages. 	TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (using their own dragon profile instead of The Pancake Dragon). - we created The Candy Dragon.	<ul style="list-style-type: none"> To link 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). 	'ough' letter string plough, rough, sought, through, tough (plus 5 phonics spellings)
Week 4	<ul style="list-style-type: none"> To understand what they read. To retrieve, record and present information from non-fiction. 	Comprehension <i>Text: Famous Buccaneer Pirates (Talk for Writing model)</i> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> To evaluate and edit by assessing the effectiveness of their own and others' writing. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	TFW: Independent Application Phase Draft a report based on the children's own dragon. Review and amend draft.	<ul style="list-style-type: none"> To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly). 	-able/-ably and -ible/-ibly adorable, enjoyable, valuable, comfortably, probably (plus 5 phonics spellings)
Week 5		Comprehension <i>Text: The Man Who Moved a Mountain: A True Story of One Man's Endeavour (twinkl)</i> <ul style="list-style-type: none"> To retrieve, record and present information from Non-fiction. 	<ul style="list-style-type: none"> To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. To proofread for spelling and punctuation errors. 	TFW: Independent Application Phase Create a report based on the children's own dragon.	<ul style="list-style-type: none"> To use a colon to introduce a list. To punctuate bullet points consistently. 	-able/-ably and -ible/-ibly edible, horrible, possible, sensibly, terribly (plus 5 phonics spellings)

<p>Week 6</p> <p>Narrative Adventure Story</p> <p>Model Text - Volcano Panic (literacy wagon website)</p>	<ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction. To increase their familiarity with a wide range of books, including modern fiction. To check that the books make sense to them, discussing their understanding and exploring the meaning of words in context. 	<p>Comprehension Text: <i>Mission Impossible (talk for writing)</i></p> <ul style="list-style-type: none"> To explore the meaning of words in context. 	<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 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. 	<p>TFW: Imitation Phase Hook (BBC volcano video); https://www.youtube.com/watch?v=1Bjc5tpd5uo</p> <p>identify the audience and purpose of writing; read and internalise the model text (Volcano Panic); box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To use main and subordinate clauses with full range of conjunctions. 	<p>-cious or -tious</p> <p>delicious, gracious, precious, spacious, vicious</p> <p>(plus 5 phonics spellings)</p>
<p>Week 7</p>	<ul style="list-style-type: none"> To ask questions to improve their Understanding. To predict what might happen from the details stated and implied. To understand what they read. 	<p>Comprehension Text: <i>Matilda Extract 1</i></p> <ul style="list-style-type: none"> To retrieve, record and present information from Fiction. 	<ul style="list-style-type: none"> To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text.</p>	<ul style="list-style-type: none"> To use inverted commas (direct/indirect speech). 	<p>-cious or -tious</p> <p>ambitious, cautious, infectious, nutritious, scrumptious</p> <p>(plus 5 phonics spellings)</p>
<p>Week 8</p>		<p>Comprehension Text: <i>Matilda Extract 2</i></p> <ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> To draft and write by using a wide range of devices to build cohesion within and across paragraphs. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>TFW: Independent Application Phase Create own adventure story based on natural disaster - beginning, complication and ending.</p> <p>Use Talk for Writing examples to scaffold.</p>	<ul style="list-style-type: none"> To use pronouns – relative and possessive. 	<p>-cial or -tial</p> <p>crucial, facial, glacial, racial, special</p> <p>(plus 5 phonics spellings)</p>
<p>Week 9</p>		<p>Comprehension Text: <i>The Witches, Roald Dahl</i></p> <ul style="list-style-type: none"> To explore the meaning of words in context. 	<ul style="list-style-type: none"> To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 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. To proofread for spelling and punctuation errors. 	<p>TFW: Independent Application Phase Continue to create own story - beginning, complication and ending.</p>	<ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<p>-cial or -tial</p> <p>essential, initial, partial, potential, residential</p> <p>(plus 5 phonics spellings)</p>
<p>Week 10</p> <p>Test Week</p>						

<p>Week 11</p> <p>Poetry <i>A Structured Poem</i></p> <p>Model text Windows (Talk for writing)</p>	<ul style="list-style-type: none"> To maintain positive attitudes to reading and understanding of what they read. To continue to read and discuss an increasingly wide range of poetry. To learn a wider range of poetry by heart. 	<p>Comprehension <i>Text: A List of Small and Happy things (Talk for Writing)</i></p> <ul style="list-style-type: none"> To retrieve, record and present information from Poetry. 	<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<p>TFW: Imitation Phase Hook (Harry Potter Setting Clip); identify the audience and purpose of writing; read and internalise the model text (Windows); box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To know how words are related by meaning as synonyms and antonyms (<i>for example, big, large, little</i>). 	<p>Silent letters answer, climb, crumb, doubt, fasten (plus 5 phonics spellings)</p>
<p>Week 12</p> <p>Poetry <i>A Structured Poem</i></p>	<ul style="list-style-type: none"> To prepare poems to read aloud and to perform. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Comprehension <i>Text: compare model text to A List of Small and Happy things (Talk for Writing)</i></p> <ul style="list-style-type: none"> To make comparisons within and across poems. 	<ul style="list-style-type: none"> To evaluate and edit by assessing the effectiveness of their own and others' writing. To proofread for spelling and punctuation errors. To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the figurative language).</p> <p>TFW: Independent Application Phase Create their own poem based on a chosen setting.</p>	<ul style="list-style-type: none"> To use expanded noun phrases to convey complicated information concisely 	<p>Silent letters knight, rhyme, thumb, tomb, whale (plus 5 phonics spellings)</p>
<p>Week 13/14</p> <p style="text-align: center;">Test and Revision Week</p>						