

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 11 Advent Term Cycle A



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Narrative <i>My Holiday diary entry</i>			<p>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.</p> <ul style="list-style-type: none"> To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Evaluate and edit by assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors. 	<p>Cold Task Hook: (Diary of a Wimpy Kid by Jeff Kinney)identify the audience and purpose of writing; read and share the model text - my holiday</p>		
Week 2 Non-Fiction <i>A Non-chronological Report</i>	<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 non-fiction and reference books. 	<p>Comprehension Text: <i>Alien Discovery</i> To retrieve, record and present information from Non-fiction.</p>	<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 noting and developing initial ideas, drawing on reading and research where necessary. 	<p>TFW: Imitation Phase Hook (ET)); identify the audience and purpose of writing; read and internalise the model text (Alien Discovery); analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> Consolidate prior learning <ul style="list-style-type: none"> word classes Capital letters and full stops To use a colon to introduce a list. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (a-e).
Week 3 Non-Fiction <i>A Non-chronological Report</i>	<ul style="list-style-type: none"> To read books that are structured in different ways and reading for a range of purposes. 	<p>Comprehension <i>The Aliens are Already Here (HS)</i> • To identify how language, structure and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> To draft and write by précising longer passages. To draft and write by using further organisational and presentational devices to structure text and to guide the reader. 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (an alternative alien).</p>	<ul style="list-style-type: none"> To use semicolons within lists. 	<ul style="list-style-type: none"> To distinguish between homophones and other words that are often confused.
Week 4 Non-Fiction <i>A Non-chronological Report</i>		<p>Comprehension <i>Planetary facts (HS)</i> • To retrieve, record and present information from Non-fiction. • To identify how language, structure and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors. 	<p>TFW: Independent Application Phase Create own report based on the alien you have created..</p>	<ul style="list-style-type: none"> To use layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text). 	<ul style="list-style-type: none"> To spell words with the 'ough' letter string.
Week 5	SATS Test and Revision Week					

<p>Week 6</p> <p>Fiction</p> <p><i>An Adventure Story</i></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 fiction. To increase their familiarity with a wide range of books, including modern fiction. 	<p>Comprehension</p> <p><i>Text: Adventure Story</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</p> <p>Hook (Johnny Swansong by Eleanor Updale); identify the audience and purpose of writing; read and internalise the model text (Adventures at Sandy Cove); box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To use brackets, dashes and commas to indicate parenthesis. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (a-e).
<p>Week 7</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>	<ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of writing. To ask questions to improve their understanding. 	<p>Comprehension</p> <p><i>Text: Johnny Swanson: Athletics (RS)</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</p> <p>Shared Writing - innovate on the model by hugging the text (focus on the villain and create a new character).</p>	<ul style="list-style-type: none"> To use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. 	<ul style="list-style-type: none"> To spell words ending in -able or -ible.
<p>Week 8</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>		<p>Comprehension</p> <p><i>Text: Johnny Swanson: The Secret of Instant Height (RS)</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</p> <p>Create own adventure story - beginning, build up, complication, resolution and ending.</p>	<ul style="list-style-type: none"> To use devices to build cohesion within a paragraph (<i>for example, then, after, that, this, firstly</i>). To link ideas across paragraphs using adverbials of time, place and number or tense choices. 	<ul style="list-style-type: none"> To spell words ending in -cious or -tious.
<p>Week 9</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>		<p>Comprehension</p> <p><i>Text: Johnny Swanson: The letter (RS)</i></p> <ul style="list-style-type: none"> To explore the meaning of words in context. To retrieve, record and present information from Fiction. 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 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</p> <p>Continue to create own adventure story - beginning, build up, complication, resolution and ending.</p>	<ul style="list-style-type: none"> To use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (a-e).
<p>Week 10</p>	<p>Test Week</p> <p>Y5 tests Y6 SATs</p>					

<p>Week 11</p> <p>Poetry</p> <p><i>A Structured Poem</i></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. • 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</p> <p>Comprehension</p> <p><i>Text: Look at the moon -poem (HS)</i></p> <ul style="list-style-type: none"> • To discuss words and phrases that capture the reader's interest and imagination . <p><i>Text: Silver by Walter de la Mare (RS)</i></p> <ul style="list-style-type: none"> • To retrieve, record and present information from Poetry. <p>To summarise the main idea from a poem..</p>	<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. • 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: Imitation Phase</p> <p>Hook (The Planets by Gustav Holtz); identify the audience and purpose of writing; read and internalise the model text (Pie Corbett Six Ways to Look at the Moon); 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>). 	<ul style="list-style-type: none"> • To spell words ending in -cial or -tial.
<p>Week 12/13</p> <p>Poetry</p> <p><i>A Structured Poem</i></p>		<p>Comprehension</p> <p><i>Text: Raven Reviews - contrasting two poems (HS)</i></p> <ul style="list-style-type: none"> • To make comparisons within and across poems. 		<p>TFW: Innovation Phase</p> <p>Shared Writing - innovate on the model by hugging the text (focus on the figurative language).</p> <p>TFW: Independent Application Phase</p> <p>Create own poem based on a chosen planet.</p>		<ul style="list-style-type: none"> • To spell words with silent letters.