

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 12 Advent Term Cycle A



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling		
Week 1 Narrative <i>A Story Opening</i>				Cold Task				
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. 	Comprehension <i>Text: The Popcorn Monster</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 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. 	TFW: Imitation Phase Hook (Monsters Inc); identify the audience and purpose of writing; read and internalise the model text (The Popcorn Monster); box-up the text; analyse features and construct toolkit.	<ul style="list-style-type: none"> 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. 	Comprehension <i>Text: Werewolves</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 précising longer passages. To draft and write by using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors. 	TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (an alternative monster).	<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>		Comprehension <i>Text: Swifts and Swallows (RS)</i> <ul style="list-style-type: none"> To retrieve, record and present information from Non-fiction. To identify how language, structure and presentation contribute to meaning. 		TFW: Independent Application Phase Create own report based on a dragon.			<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 5/6		Test and Revision Week						
Week 7 Fiction <i>An Adventure Story</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 fiction. To increase their familiarity with a wide range of books, including modern fiction. To identify and discuss themes and conventions in and across a wide range of writing. 	Comprehension <i>Text: Spy Story</i> <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. To draft and write by selecting appropriate grammar and vocabulary, 	TFW: Imitation Phase Hook (Heroes and Villains Game); identify the audience and purpose of writing; read and internalise the model text (Spy Story, including extract from Point Blanc by Antony Horowitz); box-up the text; analyse features and construct toolkit.	<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 8</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>	<ul style="list-style-type: none"> To ask questions to improve their understanding. 	<p>Comprehension</p> <p><i>Text: Point Blanc by Antony Horowitz</i></p> <ul style="list-style-type: none"> To retrieve, record and present information from Fiction. 	<p>understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> 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 9</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>		<p>Comprehension</p> <p><i>Text: A Monster Calls by Patrick Ness (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. To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	<p>TFW: Independent Application Phase</p> <p>Create own spy 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 10</p> <p>Fiction</p> <p><i>An Adventure Story</i></p>		<p>Comprehension</p> <p><i>Text: Underground City (CGP)</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 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 spy 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 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. 	<p>Comprehension</p> <p><i>Text: The Light of Stars by Henry Wadsworth Longfellow</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</p> <p>Hook (The Planets by Gustav Holtz); identify the audience and purpose of writing; read and internalise the model text (The Light of Stars by Henry Wadsworth Longfellow); 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</p> <p>Poetry</p> <p><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</p> <p><i>Text: The Galaxy by Henry Wadsworth Longfellow</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</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.

Week 13/14

Test and Revision Week