

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 6 Advent Term Cycle A



Introduce, then on-going

Word Reading Objectives.

LO1 To be able to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

LO2 To be able to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

LO3 To be able to read accurately words of two or more syllables that contain the taught graphemes.

LO4 To be able to read words containing common suffixes.

LO5 To be able to read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.

LO6 To be able to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

LO7 To be able to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

LO8 To be able to re-read books to build up their fluency and confidence in word reading.

Reading Comprehension Objectives

LO9 To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.

LO18 To be able to understand both the books that they can already read accurately and fluently and those that they listen to.

LO19 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.

LO20 To be able to check that the text makes sense to them as they read and correct inaccurate reading.

LO24 To be able to participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.

LO25 To be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Week/ Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Basic sentence writing				Cold Task (Sample of Writing)	<p>CONSOLIDATE: YEAR 1 L.O. 1 To learn how words can combine to make sentences</p> <p>YEAR 1 L.O. 3 To leave spaces between words</p> <p>L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops.</p> <p>L.O. 10 To be able to learn how to use sentences with different forms: statement</p> <p>L.O. 15 To be able to learn how to use some features of written Standard English.</p>	Revise work done in previous years.
Week 2 Basic sentence writing					<p>Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops.</p> <p>L.O. 5 To be able to learn how to use both familiar and new punctuation correctly, including capital letters.</p> <p>L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - statement,</p>	<p>Little Wandle Year 2 Spelling Phase 5 Review Assessment Week</p> <p>Maths link To write numbers to at least 100 in numerals and in words. Numbers 1-10</p>
Week 3 Non-Fiction <i>Fact file</i>	<p>TFW lessons LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and <i>non-fiction</i> at a level beyond that at which they can read independently.</p> <p>LO13: To be able to be introduced to non-fiction books that are structured in different ways.</p>	<p>Comprehension <i>Model Text: Mrs McIlvaney</i> <i>Fact File</i> Tick box and True/False focus</p> <p>Yr 2 R LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>L.O. 8 To be able to write for different purposes.</p> <p>L.O. 10 To be able to write down ideas and/or key words, including new vocabulary.</p>	<p>TFW: Imitation Phase Hook (Mystery box); identify the audience and purpose of writing; read and internalise the model text (Teacher Fact File); pictorial map and actions; analyse features.</p>	<p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - noun</p>	<p>Introduce, then ongoing LO1: To be able to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>LO2: To be able to spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophone</p> <p>LO. 3 To spell by learning to spell common exception words.</p> <p>LO. 6 To write from memory simple sentences dictated by the teacher that include words using the GPCs and</p>

						<p>common exception words and punctuation taught so far.</p> <p>Phase 5 Review Week 1 ai (a-e, ai, ay, a, eigh, ea, ey, aigh) ee (y, ee, ea, e, ie, ey, e-e) igh (igh, i-e, i, y, ie) oa (ow, o-e, o, oa, oe, ou)</p> <p>Tricky words people, eye, whole</p>
<p>Week 4</p> <p>Non-Fiction <i>Fact file</i></p>		<p>Comprehension <i>Text: The Green Blobby Monster (Headstart)</i> Missing words focus</p> <p>LO22 To be able to answer and ask questions</p>	<p>L.O. 9 To be able to plan or say out loud what they are going to write about.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by adapting text-post it notes (Walt Disney).</p>	<p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - adjective</p>	<p>Week 2 oo/ yoo (oo, u, u-e, ew, ue, ou, ui) air (air, are, ear, ere) ur (er, ur, ir, or, ear) ow (ow, ou)</p> <p>Tricky words through, move, prove, improve, shoe, two, who, beautiful, their, parents</p>
<p>Week 5</p> <p>Non-Fiction <i>Fact file</i></p>		<p>Comprehension <i>Text: The Great Fire of London (Headstart)</i> Write the answer focus</p> <p>LO22 To be able to answer and ask questions</p>	<p>L.O. 9 To be able to plan or say out loud what they are going to write about.</p> <p>L.O. 12 To be able to evaluate their writing with the teacher and other pupils.</p>	<p>TFW: Independent Application Phase Create own fact file based on Walt Disney.</p>	<p>L.O. 7 To be able to learn how to use both familiar and new punctuation correctly, including question marks.</p> <p>Revisit L.O. 10 To be able to learn how to use sentences with different forms: statement, question</p> <p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - statement, question</p>	<p>Week 3 or (or, a,aw, au, ore, oor, al, oar, our, augh, aur) zh (si, su) ch (ch, tch, ture) sh (sh, ti, ch, ssi, si, ci)</p> <p>Tricky words thought, sure</p>
<p>Week 6</p> <p>Narrative <i>Traditional Tale/ Changing the story</i></p>	<p>TFW lessons LO14 To be able to recognise simple recurring literary language in stories and poetry.</p> <p>LO12 To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Comprehension <i>Model Text: Aladdin</i> Sequencing focus</p> <p>Yr 2 R LO11 To be able to discuss the sequence of events in books and how items of information are related.</p>	<p>Revisit L.O. 8 To be able to write for different purposes.</p>	<p>TFW: Imitation Phase Hook (Golden lamp, Aladdin clip); identify the audience and purpose of writing; read and internalise the model text (learn and perform story map; analyse features and sequence sections on story mountain.</p>	<p>L.O. 11 To be able to learn how to use expanded noun phrases to describe and specify (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p> <p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - noun, noun phrase, adjective</p>	<p>Week 4 j (j, g, ge, dge) s (s, ss, c, ce, se, st, sc) u (ou) e (ea) i (y) o (a) u (o, o-e) oo u, (ou) schwa: er, a, or, ar, our, re)</p> <p>Tricky words</p>

	LO11 To be able to discuss the sequence of events in books and how items of information are related.					once, again, any, many, friend, busy, pretty, laugh)
Week 7 Narrative <i>Traditional Tale/ Changing the story</i>		Comprehension <i>Text: The Lion and the Mouse (Headstart)</i> Sequencing focus Yr 2 R LO11 To be able to discuss the sequence of events in books and how items of information are related.	L.O. 11 To be able to encapsulate what they want to say, sentence by sentence. Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.	TFW: Innovation Phase Shared Writing - innovate on the model by boxing it up (focus on elements changing in the story).	L.O. 12 To be able to use the present and past tense correctly and consistently throughout writing. Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - verb, verb tense - past and present	Week 5 ie / ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Tricky words friend
Week 8 Narrative <i>Traditional Tale/ Changing the story</i>		Comprehension <i>Text: Selection of fables (Headstart)</i> Prediction focus Yr 2 R LO23 To be able to predict what might happen on the basis of what has been read so far.	L.O. 5 To be able to write narratives about personal experiences and those of others (real and fictional). L.O. 13 To be able to reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	TFW: Independent Application Phase Create own 3 wishes story - beginning, build up, complication, resolution and ending.	L.O. 13 To be able to learn how to use the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).	Assessment Week Maths link To write numbers to at least 100 in numerals and in words. Numbers 11-20
Week 9 Poetry (Performance Poetry)	TFW lessons Revisit LO14 To be able to recognise simple recurring literary language in stories and poetry. LO16 To be able to discuss their favourite words and phrases. LO17 To be able to continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Comprehension <i>Model Text: Disney Poem</i> Inference focus LO21 To be able to make inferences on the basis of what is being said and done. Revisit LO22 To be able to answer and ask questions	Revisit L.O. 8 To be able to write for different purposes. Revisit L.O. 11 To be able to encapsulate what they want to say, sentence by sentence. Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.	TFW: Imitation Phase Hook (Dress up day); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features.	Revisit L.O. 11 To be able to learn how to use expanded noun phrases to describe and specify (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).	Bridge to Spelling Week 1 Revisit LO2: To be able to spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophone LO4 To spell by distinguishing between homophones and near homophones.

Week 10	Test and revision week			<p>LINK TO Spelling LOs Introduce then ongoing CONSOLIDATE: YEAR 1 L.O. 2. To use suffixes that can be added to verbs where no change is needed in the spelling of root words (for example, helping, helped, helper)</p> <p>L.O. 3 To be able to use the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p> <p>L.O. 16 (Suffix)</p>	<p>Bridge to Spelling Week 2 To add -ed, -ing, -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	
Week 11 Poetry (Performance Poetry)		<p>Comprehension <i>Text: Super Penguin (Headstart)</i> Inference focus</p> <p>LO21 To be able to make inferences on the basis of what is being said and done.</p>	<p>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p> <p>L.O. 7 To be able to write poetry.</p> <p>L.O. 15 To be able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by post it notes (focus on elements being changed).</p> <p>TFW: Independent Application Phase Create own Disney character poem</p>	<p>Revisit previous punctuation LOs - L.O 4, 5, 7, 8,10,16</p> <p>L.O. 8 To be able to learn how to use both familiar and new punctuation correctly, including commas for lists.</p> <p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - comma</p>	<p>Bridge to Spelling Week 3</p> <p>Additional LW LO To recognise patterns for different word endings.</p>
Week 12 Non-Fiction (Instructions)	<p>TFW lessons LO13: Revisit LO 13 To be able to be introduced to non-fiction books that are structured in different ways.</p> <p>Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related.</p>	<p>Comprehension <i>Model Text: Toy puppet instructions</i> Write one word/phrase-meaning of words</p> <p>Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Revisit L.O. 8 To be able to write for different purposes.</p>	<p>TFW: Imitation Phase Hook (Making a paper snowflake); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features</p>	<p>Revisit L.O. 12 To be able to use the present and past tense correctly and consistently throughout writing.</p> <p>Revisit L.O. 13 To be able to learn how to use the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).</p> <p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - verb tense</p>	<p>Bridge to Spelling Week 4 To spell words ending with -ey and to be able to add the 's' to make the plural.</p> <p>To add -es to nouns and verbs ending in -y e.g. flies.</p> <p>To add -ed, -ing, -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter.</p>
Week 13 Non-Fiction (Instructions)		<p>Comprehension <i>Text: The Giant Called Bob (Headstart)</i> Write one word/phrase-meaning of words</p> <p>Revisit LO15 To be able to discuss and clarify the</p>	<p>Revisit L.O 11 To be able to encapsulate what they want to say, sentence by sentence.</p> <p>Revisit L.O. 10 To be able to write down ideas and/or key words, including new vocabulary.</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by (boxing up).</p>	<p>Revisit L.O. 10 To be able to learn how to use sentences with different forms: command</p> <p>Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - command</p>	<p>Bridge to Spelling Week 5 To add -ed, -ing, -er and -est to a root word ending in a -y with a consonant before it.</p> <p>To add -ed, -ing, -er and -est to a root word ending in a -e with a consonant before it.</p>

		meanings of words, linking new meanings to known vocabulary.			Revisit previous punctuation LOs -L.O. 4, 5, 7, 8, 10, 16 (statement, question, command) Revisit L.O. 15 To be able to learn how to use some features of written Standard English.	
Week 14 Non-Fiction (Instructions)		<p>Comprehension <i>Text Can't do Anything, The Rubbish Band - Test A: (Headstart)</i> Mix of question types covered this term</p> <p>Revisit LO22 To be able to answer and ask questions</p> <p>LO19 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.</p>	L.O. 14 To be able to proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	TFW: Independent Application Phase Create own instructions for making a puppet.	L.O. 14 To be able to learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<p>Assessment Week</p> <p>Maths link</p> <p>To write numbers to at least 100 in numerals and in words. Numbers - tens numbers</p>