

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 9 Advent Term Cycle A



(Word Reading Objectives) Introduce, then on-going:

L.O. 1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.

L.O. 3 To develop positive attitudes to reading and understand what they have read.

L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.

(Writing Objectives Ongoing)

L.O.1 To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

L.O.2 To increase the legibility, consistency and quality of their handwriting

Week/ Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Non-Fiction <i>(Instructions)</i>	TFW Lessons Reading objective - L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.	Comprehension <ul style="list-style-type: none"> L.O. 18 To retrieve and record information from non-fiction. <p><i>Text: Wembley Stadium: The Home of English Football by Unknown (Rising Stars)</i></p>	L.O.3 To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Cold Task (Sample of Writing) TFW: Imitation Phase Hook (Ice Age Clip); identify the audience and purpose of writing; read and internalise the model text (How to Wash a Woolly Mammoth); analyse features and construct toolkit.	CONSOLIDATE: <ul style="list-style-type: none"> To use full stops and capital letters. To use imperative verbs (bossy) and adverbs. To use nouns, adjectives and noun phrases. To use bullet points. <p>L.O.7 To be able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). - Expanded noun phrases</p>	L.O.1 To be able to spell days of the week.
Week 2 Non-Fiction <i>(Instructions)</i>		Comprehension <ul style="list-style-type: none"> L.O.17 To identify how language, structure and presentation contribute to meaning. <p><i>Text: Garden Buddy by Royal Horticultural Society (Rising Stars)</i></p>	L.O.4 To plan their writing by discussing and recording ideas. L.O.5 To draft and write by composing and rehearsing sentences orally (including	TFW: Innovation Phase Shared Writing - innovate on the model by boxing up (alternative instructions - How to wash a sabre-toothed cat). As a class change the model text	L.O.7 To be able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). -	L.O.2 To be able to spell months of the year.

			<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</p> <p>L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally (reading objective covered in writing lesson). C</p>		Prepositional phrases	
<p>Week 3</p> <p>Non-Fiction <i>(Instructions)</i></p>	<p>TFW Lessons</p> <p>L.O.12 To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 6 To use dictionaries to check the meaning of words that they have read. <p>Text: <i>How to Make a Wormery</i> by Glasgow City Council (Schofield & Sims)</p>	<p>L.O.8 To draft and write in non-narrative material, using simple organisational devices.</p> <p>Evaluating their work</p> <p>L.O.11 To proofread for spelling and punctuation errors.</p>	<p>TFW: Independent Application Phase</p> <p>Create own set of instructions based on 'How to wash a sabre-toothed cat'.</p>	<ul style="list-style-type: none"> L.O.9 To be able to use fronted adverbials (for example, Later that day, I heard the bad news). L.O.10 To be able to use commas after fronted adverbials. 	<p>L.O.3 To be able to spell words from the Statutory Word List (a-e).</p>
<p>Week 4</p> <p>Narrative <i>(Story with historical setting)</i></p>	<p>TFW Lessons</p> <p>L.O. 15 To predict what might happen from details stated and implied.</p> <p>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 6 To use dictionaries to check the meaning of words that they have read. <p>Text: <i>How to Make a Wormery</i> by Glasgow City Council (Schofield & Sims) - continue lesson and develop dictionary skills</p>	<p>See TFW Lessons in Reading column.</p>	<p>TFW: Imitation Phase</p> <p>Hook (predictions from a picture); identify the audience and purpose of writing; read and internalise the model text (Stone Age Boy); analyse features and construct toolkit. Story mountain of Model Stone Age Boy story.</p>	<ul style="list-style-type: none"> L.O.5 To be able to use paragraphs to organise ideas around a theme. 	<p>CONSOLIDATE</p> <p>Y4 L.O.4 To be able to revise suffixes -er, -ed, -ing (<i>e.g. fewer, taller, travelled, performing, celebrating</i>).</p> <p>L.O.5 To be able to revise suffixes -ment, -ness, -ful, -less (<i>e.g. equipment, loneliness, beautiful, happiness</i>).</p>

<p>Week 5</p> <p>Narrative (<i>Story with historical setting</i>)</p>		<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Text: <i>Kindlekrax</i> by Philip Ridley (Rising Stars)</p>	<p>L.O.3 To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>L.O.5 To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</p>	<p>TFW: Innovation Phase Shared Writing - innovate on the model by boxing up the text (focus on changing the main character and setting to Bronze Age girl).</p> <p>Dramatise actions when hugging the text.</p>	<ul style="list-style-type: none"> L.O.1 To be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<p>Y4 L.O.6 To be able to add suffixes beginning with vowels, e.g. -ing, -en, -er, -ed, to words of more than one syllable (<i>e.g. forgetting, forgotten, preferred, gardener, gardening, regretting, offered, offering, committed, committing</i>).</p>
<p>Week 6</p> <p>Narrative (<i>Story with historical setting</i>)</p>		<p>Comprehension</p> <ul style="list-style-type: none"> L.O.10 To discuss words and phrases that capture the reader's interest and imagination. - Starter spider diagram of words they find interesting L.O. 13 To ask questions to improve their understanding of a text. - main focus of lesson <p>Text: <i>Robin Hood</i> by Patricia Leitch (Schofield & Sims)</p>	<p>L.O.6 To draft and write by organising paragraphs around a theme.</p> <p>L.O.7 To draft and write by in narratives, creating settings, characters and plot.</p> <p>L.O.11 To proofread for spelling and punctuation errors.</p>	<p>TFW: Independent Application Phase Create own Bronze Age Girl story - beginning, build up, complication, resolution and ending.</p>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use and punctuate different sentence types: statements, questions, exclamations and commands. 	<p>Y3 L.O.3 To be able to spell words from the Statutory Word List (a-e).</p> <p>Y4 L.O.3 To be able to spell words from the Statutory Word List (a-e).</p>
<p>Week 7</p> <p>Narrative (<i>Story with historical setting</i>)</p>		<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 8 To identify themes and conventions in a wide range of books. <p>Task 1: Identify themes in short stories.</p> <p>Task 2: Identify similar conventions in traditional fairy tales - Little Red Riding Hood, Goldilocks</p>	<p>L.O.7 To draft and write in narratives, creating settings, characters and plot.</p> <p>Evaluating their work</p> <p>L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>TFW: Independent Application Phase Continue to create own Bronze Age Girl story - beginning, build up, complication, resolution and ending.</p>	<ul style="list-style-type: none"> L.O. 8 To be able to use conjunctions, adverbs and prepositions to express time and cause. - Conjunctions and adverbs focus 	<p>Y4 L.O.7 To spell words using the suffix 'ly' to change an adjective into an adverb (<i>e.g. slightly, brightly, warmly, deadly, secretly, fluently, generously, eagerly, seriously</i>).</p>

		and the Three Bears, The Gingerbread, The Three Little Pigs	L.O.12 To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Half Term						
Week 8 Poetry (<i>Exploring Form/ Acrostic</i>)	TFW Lessons L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i> , plays, non-fiction and reference books or textbooks.	Comprehension No comprehension due to Year 4 swimming	L.O.3 To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	TFW: Imitation Phase Hook (Firework by Katy Perry & New Years Eve Firework display); identify the audience and purpose of writing; read and internalise the model text (Bonfire acrostic poem by self written); poem plan; analyse features and construct toolkit. Model Text Acrostic Poem - Bonfire TFW: Innovation Phase Shared Writing - innovate on the model (focus on the figurative language).	<ul style="list-style-type: none"> L.O. 8 To be able to use conjunctions, adverbs and prepositions to express time and cause. - Prepositions focus	Y4 L.O.8 To be able to add the suffix 'ly' to words ending in 'y', 'e' or 'le'. (<i>e.g. busily, easily, safely, subtly, sensibly, nobly, fiddly - also include truly, duly, wholly</i>)
Week 9 Poetry (<i>Exploring Form/ Acrostic</i>)	TFW Lessons L.O.9 To prepare <i>poems</i> and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	Comprehension <ul style="list-style-type: none"> L.O. 10 To discuss words and phrases that capture the reader's imagination and interest. - Starter spider diagram of words they find interesting L.O. 17 To identify how language, structure and presentation contribute to meaning. - main focus of lesson L.O. 11 To recognise some different forms of poetry. - Plenary Plenary - How is "Fire Monster" different from our Acrostic poem model text?	L.O.5 To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2). Evaluate their work L.O.10 To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. L.O.12 To read their own	TFW: Innovation Phase continued Shared Writing - innovate on the model (focus on the figurative language). TFW: Independent Application Phase Create own poem based on a 'Fireworks' Their text Acrostic Poem - Fireworks	<ul style="list-style-type: none"> L.O.7 To be able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). 	Y4 L.O.9 To be able to add the suffix 'ly' to words ending in 'ic' (<i>e.g. frantically, energetically, basically, dramatically, critically, comically, historically, realistically, heroically</i>).

		Text: <i>The Fire Monster</i> by John Foster (Rising Stars)	writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Week 10	Test Week					Y4 L.O.3 To be able to spell words from the Statutory Word List (a-e).
Week 11 Fiction (<i>Informal Letter</i>)	<p>TFW Lessons</p> <p>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</p> <p>L.O17 To identify how language, structure and presentation contribute to meaning.</p> <p>L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 17 To identify how language, structure and presentation contribute to meaning. <p>- structure and presentation focus (Letter)</p> <p>Text: Miss Sutton's Model Text - Letter from the girl to the man on the moon</p>	See TFW Lessons in the Reading column.	<p>TFW: Imitation Phase</p> <p>Hook (The Man on the Moon video by John Lewis); identify the audience and purpose of writing;</p> <p>Read and internalise the model text (dramatising the video); analyse structure and features and construct toolkit.</p> <p>Model text - Letter from the girl to the man on the moon</p>	<p>CONSOLIDATE Y3 Objectives:</p> <ul style="list-style-type: none"> L.O.3 To identify consonants and vowels. L.O.4 To use 'a' or 'an' according to whether the next word begins with a consonant or vowel (for example, a rock, an open box). 	<p>Y4 L.O.10 To be able to spell words that end in -sure (e.g. <i>enclosure, composure, exposure, reassurance, pressure</i>).</p> <p>Y4 L.O.11 To be able to spell words that end in -ture (e.g. <i>gesture, manufacture, furniture, temperature, signature</i>).</p>
Week 12 Fiction (<i>Informal Letter</i>)	<p>TFW Lesson</p> <p>L.O. 17 To identify how language, structure and presentation contribute to meaning.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> L.O. 17 To identify how language, structure and presentation contribute to meaning. <p>- language focus</p> <p>Text: <i>The Tear Thief</i> by Carol Ann Duffy (Rising Stars)</p>	<p>L.O.3 To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>L.O. 4 To plan their writing by discussing and recording ideas.</p>	<p>TFW: Innovation Phase</p> <p>Shared Writing - innovate on the model by hugging the text (focus on the figurative language).</p> <p>Their text - Letter from the man on the moon to the girl</p>	<ul style="list-style-type: none"> L.O. 1. To be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when if because, although. 	<p>Y4 L.O.12 To be able to spell words with the 'k' sound spelt 'ch' (e.g. <i>scheme, chorus, chemist, chord</i>).</p> <p>Y4 L.O.13 To be able to spell words with the 'sh' sound spelt 'ch' (e.g. <i>chef, machine, chalet, brochure, moustache, chauffeur</i>).</p>

		<p>Comprehension</p> <ul style="list-style-type: none"> ● L.O. 13 To ask questions to improve their understanding of a text. <p>Text: <i>Cheat!</i> by Judy Waite (Rising Stars)</p>	<p>L.O.5 To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</p>			
<p>Week 13</p> <p>Fiction (<i>Informal Letter</i>)</p>		<p>Comprehension</p> <ul style="list-style-type: none"> ● L.O. 17 To identify how language, structure and presentation contribute to meaning. - language focus <p>Text: <i>The Tear Thief</i> by Carol Ann Duffy (Rising Stars)</p>	<p>L.O. 6 To draft and write by organising paragraphs around a theme.</p> <p>L.O.8 To draft and write in non-narrative material, using simple organisational devices.</p>	<p>TFW: Independent Application Phase</p> <p>Create letter. Their text - Letter from the man on the moon to the girl</p>	<ul style="list-style-type: none"> ● L.O. 5 To be able to use paragraphs to organise ideas around a theme. 	<p>Y4 L.O.14 To be able to spell words with the 's' sound spelt 'sc' (e.g. <i>scenery, scenic, crescent, ascend, descend, discipline</i>).</p>
<p>Week 14</p> <p>Fiction (<i>Informal Letter</i>)</p>		<p>Comprehension</p> <ul style="list-style-type: none"> ● L.O. 18 To retrieve and record information from non-fiction. <p>Text: <i>Christmas Around the World</i> (Iwinkl - non fiction)</p>	<p>Evaluating their work</p> <p>L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>L.O.10 To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>L.O.11 To proofread for spelling and punctuation errors.</p>	<p>TFW: Independent Application Phase</p> <p>Evaluate own letter.</p>	<ul style="list-style-type: none"> ● L.O.6 To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ● L.O.11 To be able to use determiners. 	<p>Y4 L.O.15 To be able to spell homophones and near homophones (e.g. <i>fair, fare, flee, flea, need, knead, not, knot, missed, mist, there, their, they're</i>).</p>