

**St Bernadette's Catholic Primary Voluntary Academy**  
**English Medium Term Planning      Class 7      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.

Week/ Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1  Non-Fiction <i>(Instructions)</i>	<b>TFW Lessons</b> Reading objective - L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.	<ul style="list-style-type: none"> <li>L.O. 18 To retrieve and record information from non-fiction. <b>The stone age.</b></li> </ul>	<p>Introduce, then on-going:</p> <p>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.</p> <p>L.O.2 To increase the legibility, consistency and quality of their handwriting.</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><b>Cold Task (Sample of Writing)</b></p> <p><b>TFW: Imitation Phase</b> 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.</p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use full stops and capital letters.</li> <li>To use imperative verbs (bossy) and adverbs.</li> <li>To use nouns, adjectives and noun phrases.</li> <li>To use bullet points.</li> <li>L.O.8 To use headings and subheadings to aid presentation. <b>Headings and subheadings.</b></li> </ul>	L.O.1 To be able to spell days of the week.
Week 2  Non-Fiction <i>(Instructions)</i>		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes. <b>Scara Brae</b></li> </ul>	<p>L.O.4 To plan their writing by discussing and recording ideas.</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><b>TFW: Innovation Phase</b> Shared Writing - innovate on the model by boxing up (alternative instructions - How to wash a sabre-toothed cat).</p> <p>As a class change the model text</p>	<ul style="list-style-type: none"> <li>L.O. 11 To use fronted adverbials. <b>Fronted adverbials.</b></li> </ul>	L.O.2 To be able to spell months of the year.

			<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>			
<p>Week 3</p> <p>Non-Fiction (Instructions)</p>	<p><b>TFW Lessons</b></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><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O.4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks.</i> <i>How to wash a woolly mammoth.</i></li> </ul>	<p>L.O.8 To draft and write in non-narrative material, using simple organisational devices.</p> <p><b>Evaluating their work</b></p> <p>L.O.11 To proofread for spelling and punctuation errors.</p>	<p><b>TFW: Independent Application Phase</b></p> <p>Create own set of instructions based on 'How to wash a sabre-toothed cat'.</p>	<ul style="list-style-type: none"> <li>L.O. 12 To use commas after fronted adverbials. <b>Fronted adverbials</b></li> </ul>	<p>L.O.3 To be able to spell words from the Statutory Word List (a-e).</p>
<p>Week 4</p> <p>Narrative (Story with historical setting)</p>	<p><b>TFW Lessons</b></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><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 15 To predict what might happen from details stated and implied. <b>Ozma and the Little wizard</b></li> </ul>	<p>See TFW Lessons in Reading column.</p>	<p><b>TFW: Imitation Phase</b></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>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use full stops and capital letters.</li> <li>To use commas in a list.</li> <li>To use and punctuate different sentence types: statements, questions, exclamations and commands.</li> <li>L.O.7 To introduce paragraphs as a way to group related material. <b>Paragraphs</b></li> </ul>	<p>Y3 L.O.4 To be able to revise suffixes –er, -ed, -ing, (<i>e.g. older, smaller, jumped, stopped, smiling, shopping,</i>).</p> <p>L.O.5 To be able to revise suffixes -ment, -ness, -ful, -less (<i>e.g. enjoyment, sadness, playful, spotless</i>).</p>

<p>Week 5</p> <p>Narrative (<i>Story with historical setting</i>)</p>		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> </ul> <p><b>Layers of the rainforest.</b></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><b>TFW: Innovation Phase</b> 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"> <li>L.O.10 To use conjunctions (for example, when, before, after, while, so because), adverbs (for example, then, next, soon, therefore) and prepositions (for example, before, after, during, in, because of) to express time and cause.</li> </ul> <p><b>Conjunctions.</b></p>	<p>Y3 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. visited, visiting, targeted, targeting, beginning, beginner, swimmer, swimming, wondered, wondering</i>).</p>
<p>Week 6</p> <p>Narrative (<i>Story with historical setting</i>)</p>	<ul style="list-style-type: none"> <li>L.O. 6 To use dictionaries to check the meaning of words that they have read.</li> </ul> <p><b>Morning work this week</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 8 To identify themes and conventions in a wide range of books.</li> </ul>	<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><b>TFW: Independent Application Phase</b> Create own Bronze Age Girl story - beginning, build up, complication, resolution and ending.</p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use and punctuate different sentence types: statements, questions, exclamations and commands.</li> </ul>	<p>Y3 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><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p><b>Stone age boy</b></p>	<p>L.O.7 To <del>draft and</del> write in narratives, creating settings, characters and plot.</p> <p><b>Evaluating their work</b></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.12 To read their own writing aloud, to a group or the whole class, using</p>	<p><b>TFW: Independent Application Phase</b> Continue to create own Bronze Age Girl story - beginning, build up, complication, resolution and ending.</p>	<ul style="list-style-type: none"> <li>L.O.10 To use conjunctions (for example, when, before, after, while, so because), adverbs (for example, then, next, soon, therefore) and prepositions (for example, before, after, during, in, because of) to express time and cause.</li> </ul> <p><b>Adverbs and preposition</b></p>	<p>Y3 L.O.7 To spell words using the suffix 'ly' to change an adjective into an adverb (<i>e.g. quietly, roughly, loudly, badly, boldly, softly, quickly, calmly, usually</i>).</p>

			appropriate intonation and controlling the tone and volume so that the meaning is clear.		focus.	
Half Term						
Week 8  Poetry ( <i>Exploring Form/ Acrostic</i> )	<b>TFW Lessons</b> ● L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.	<b>Comprehension.</b> ● L.O. 17 To identify how language, structure and presentation contribute to meaning. <b>Acrostic ice cream and great fire of london</b>	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.	<b>TFW: Imitation Phase</b> 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  <b>TFW: Innovation Phase</b> Shared Writing - innovate on the model (focus on the figurative language).	<ul style="list-style-type: none"> <li>• Consolidate:</li> <li>• To use apostrophes for contraction.</li> <li>• To use verbs and adverbs.</li> </ul>	Y3 L.O.8 To be able to add the suffix 'ly' to words ending in 'y' (e.g. <i>happily, angrily, cheekily, luckily, funnily, clumsily, prettily, lazily, noisily</i> ).
Week 9  Poetry ( <i>Exploring Form/ Acrostic</i> )	<b>TFW Lessons</b> ● L.O.9 To prepare <i>poems</i> and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	<b>Comprehension</b> ● L.O. 11 To recognise some different forms of poetry.	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).  <b>Evaluate their work</b> 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 writing aloud, to a group or the whole class, using appropriate intonation and controlling the	<b>TFW: Innovation Phase continued</b> Shared Writing - innovate on the model (focus on the figurative language).  <b>TFW: Independent Application Phase</b> Create own poem based on a 'Fireworks'  <b>Their text Acrostic Poem - Fireworks</b>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>	Y3 L.O.9 To be able to add the suffix 'ly' to words ending in 'e' or 'le' (e.g. <i>brave<del>ly</del>, rude<del>ly</del>, complete<del>ly</del>, safe<del>ly</del>, gent<del>ly</del>, simple<del>ly</del>, humb<del>ly</del>, cudd<del>ly</del>, true<del>ly</del>, simple<del>ly</del></i> ).

			tone and volume so that the meaning is clear.			
Week 10	Test Week					Y3 L.O.3 To be able to spell words from the Statutory Word List (a-e).
Week 11  Fiction ( <i>Informal Letter</i> )	<p><b>TFW Lessons</b></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><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O.17 To identify how language, structure and presentation contribute to meaning.</li> </ul> <p><b>Letter from Auntie Vera.</b></p>	See TFW Lessons in the Reading column.	<p><b>TFW: Imitation Phase</b></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><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use apostrophes for contraction.</li> </ul> <p>L.O.9 To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><b>Nouns or pronouns</b></p>	<p>Y3 L.O.10 To be able to spell words that end in –sure (<i>e.g. measure, treasure, leisure, pleasure, closure</i>).</p> <p>Y 3 L.O.11 To be able to spell words that end in –ture (<i>e.g. picture, nature, adventure, mixture, creature</i>).</p>
Week 12  Fiction ( <i>Informal Letter</i> )	<p><b>TFW Lesson</b></p> <p>L.O. 17 To identify how language, structure and presentation contribute to meaning.</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 13 To ask questions to improve their understanding of a text.</li> </ul> <p><b>Letter from Florence Nightingale.</b></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>L.O.5 To draft and write by</p>	<p><b>TFW: Innovation Phase</b></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"> <li>L.O.3 To identify consonants and vowels.</li> </ul>	<p>Y3 L.O.12 To be able to spell words with the ‘k’ sound spelt ‘ch’ (<i>e.g. echo, anchor, character, mechanic, chaos, technology, technical, stomach</i>).</p>

			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).			
Week 13  Fiction ( <i>Informal Letter</i> )		<b>Comprehension</b> <ul style="list-style-type: none"> <li>L.O. 18 To retrieve and record information from non-fiction.</li> </ul> <b>All about elephants</b>	L.O. 6 To draft and write by organising paragraphs around a theme.  L.O.8 To draft and write in non-narrative material, using simple organisational devices.	<b>TFW: Independent Application Phase</b> Create a letter. Their text - Letter from the man on the moon to the girl	<ul style="list-style-type: none"> <li>L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> </ul>	Y3 L.O.13 To be able to spell words with the 's' sound spelt 'sc' (e.g. <i>scissors, science, scent, fascinate, muscle</i> ).
Week 14  Fiction ( <i>Informal Letter</i> )		<b>Comprehension</b> <ul style="list-style-type: none"> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> </ul> <b>Library visit to look at different books and discuss in partners and a group about how they are structured and its purpose.</b>	<b>Evaluating their work</b> L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.  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.11 To proofread for spelling and punctuation errors.	<b>TFW: Independent Application Phase</b> Evaluate own letter.	<b>CONSOLIDATE:</b> <ul style="list-style-type: none"> <li>To use apostrophes for contraction.</li> </ul>	Y3 L.O.14 To be able to spell homophones and near homophones (e.g. <i>be, bee, son, sun, dear, deer, bear, bare, maid, made, to, too, two</i> ).