

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 10 Lent Term Cycle A



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling		
<p>Week 1</p> <p>Non-Fiction A Formal Letter</p> <p>(Model Text: Monkey letter of complaint)</p>	<ul style="list-style-type: none"> To maintain positive attitudes to reading and an understanding of what they read. To read books that are structured in different ways and reading for a range of purposes. To identify and discuss themes and conventions in and across a wide range of writing. 	<p>Comprehension <i>Text: (Model Text - Monkey letter of complaint)</i></p> <ul style="list-style-type: none"> To retrieve, record and present information from Non-fiction. To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 	<ul style="list-style-type: none"> To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary. To draft and write by précisising 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. 	<p>TFW: Imitation Phase Read and internalise the model text (<i>Monkey letter of complaint</i>); identify the audience and purpose of writing; box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (F-p). 		
<p>Week 2</p>		<p>Comprehension <i>Text: (Talk for Writing persuasive letter - batman)</i></p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. 		<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (an alternative letter of complaint).</p>			<ul style="list-style-type: none"> To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (<i>for example, the use of question tags</i>). 	<ul style="list-style-type: none"> To distinguish between homophones and other words that are often confused. To spell words from the Statutory Word List (F-p).
<p>Week 3</p>		<p>Comprehension <i>Text: (Talk for Writing persuasive letter - vegetarian)</i></p> <ul style="list-style-type: none"> To distinguish between facts and opinions. To provide reasoned justifications for their views. 		<p>TFW: Independent Application Phase Create own formal letter of complaint.</p>			<ul style="list-style-type: none"> To indicate degrees of possibility using adverbs (<i>for example, perhaps, surely</i>). (Yr5) 	
<p>Week 4</p> <p>Fiction Stories set in Imaginary Worlds</p> <p>(Model Text: Harry Potter)</p>	<p>Comprehension <i>Text: Harry Potter (Model Text)</i></p> <ul style="list-style-type: none"> To retrieve, record and present information from Fiction 	<ul style="list-style-type: none"> To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. To plan my own writing by in writing narratives, considering how authors have developed characters and settings in what we have read. 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 	<p>TFW: Imitation Phase Hook (Show clips from films where the characters travel through a portal, <i>e.g. The Lion, the Witch and the Wardrobe, Harry Potter</i>); identify the audience and purpose of writing; read and internalise the model text (Portal Story, including extract from <i>The Magician's Nephew</i> by C.S. Lewis); 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 with the long e (ee) phoneme, spelt ei after c. 			

Week 5		<p>Comprehension Text: <i>The Hobbit (The description of Bilbo Baggins's hobbit hole)</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. 	<p>convey character and advance the action.</p> <ul style="list-style-type: none"> To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the beginning and build-up of the story). TFW: Independent Application Phase Create own portal story (focus on the beginning and build-up of the story).</p>	<ul style="list-style-type: none"> To recognise subject and object. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (f-p).
Week 6		<p>Comprehension Text: <i>Narnia- The Magician's Nephew</i></p> <ul style="list-style-type: none"> To predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the complication and resolution of the story). TFW: Independent Application Phase Create own portal story (focus on the complication and resolution of the story).</p>	<ul style="list-style-type: none"> To link ideas across paragraphs using a wider range of cohesive devices: ellipsis. 	<ul style="list-style-type: none"> To spell words ending in -ably and -ibly.
Week 7		<p>Comprehension Text: <i>Harry Potter and the Philosopher's Stone</i></p> <ul style="list-style-type: none"> 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. To predict what might happen from details stated and implied. 	<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: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the ending of the story). TFW: Independent Application Phase Create own portal story (focus on the ending of the story).</p>	<ul style="list-style-type: none"> To understand how hyphens can be used to avoid ambiguity. 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (f-p).
Week 8	Test and Revision Week					
Week 9	<ul style="list-style-type: none"> To maintain positive attitudes to reading and an understanding of what they read. To read books that are structured in different ways and reading for a range of purposes. To identify and discuss themes and conventions in and across a wide range of writing. <p>NonFiction <i>A Discursive Argument</i> (Model Text: Should Animals Be Kept in Zoos?)</p>	<p>Comprehension Text: <i>A Discursive Argument (Model Text)</i></p> <ul style="list-style-type: none"> To discuss and evaluate how authors use language, considering the impact on the reader. 	<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 (Class debate); identify the audience and purpose of writing; read and internalise the model text (Should children own phones?); box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (<i>for example, the use of subjunctive forms</i>). 	<ul style="list-style-type: none"> To spell words ending in -ant/-ance/-ancy and -ent/-ence/-ency.
Week 10		<p>Comprehension Text: <i>Text: Should Children Be Allowed to Own Pets?</i></p> <ul style="list-style-type: none"> To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 	<ul style="list-style-type: none"> To draft and write by precisising 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 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text.</p>	<ul style="list-style-type: none"> To indicate degrees of possibility using modal verbs (<i>for example, might, should, will, must</i>). (Yr5) 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (f-p).

Week 11		<p>Comprehension <i>Text: Should There Be Tourism in Antarctica?</i></p> <ul style="list-style-type: none"> • To distinguish between facts and opinions. • To provide reasoned justifications for their views. 	errors.	<p>TFW: Independent Application Phase Create own discursive argument based on our topic - Furnaces of Fire. <i>Would it be better for Scunthorpe if the Steelworks closed?</i></p>	<i>Revision</i>	<ul style="list-style-type: none"> • To use the hyphen to join words together and add a prefix.
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