

St Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 11 Lent Term Cycle A



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Non-Fiction <i>A Formal Letter</i>	<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 for purposes. 	<p>Comprehension Text: <i>A Formal Letter (Model Text)</i></p> <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. 	<p>TFW: Imitation Phase Read and internalise the model text (<i>a 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. (Y6) 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (F-p).
Week 2 Non-Fiction <i>A Formal Letter</i>	<ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of writing. 	<p>Comprehension Text: <i>OOPs Dragons apology Letter</i></p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to Meaning. 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 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. 	<p>TFW: Innovation Phase Explore different scenarios of bullying and write a simple film plot for one of their choice. Shared Writing - innovate on the model by hugging the text (an alternative letter of complaint) using one of the film plots.</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 (Y6) 	<ul style="list-style-type: none"> To distinguish between homophones and other words that are often confused.
Week 3 Non-Fiction <i>A Formal Letter</i>		<p>Comprehension Text: <i>Dear Igo persuasive letter</i></p> <ul style="list-style-type: none"> To provide reasoned justifications for their views. 	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors. 	<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) 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (F-p).
Week 4 Fiction <i>Stories set in Imaginary Worlds</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 and fiction from our literary heritage. To identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books. 	<p>Comprehension Text: <i>The Dream Giver (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 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, 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 The Dream Giver short film - Literacy Shed; identify the audience and purpose of writing; read and internalise the model text (Dreamgiver self written); box-up the text; analyse features and construct toolkit.</p>	<ul style="list-style-type: none"> To use subordinating and coordinating conjunctions (Y5) 	<ul style="list-style-type: none"> To spell words with the long e (ee) phoneme, spelt ei after c.

<p>Week 5</p> <p>Fiction</p> <p><i>Stories set in Imaginary Worlds</i></p>		<p>Comprehension</p> <p><i>Text: A sudden Puff of Glittering Smoke 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. 	<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</p> <p>Shared Writing - innovate on the model by hugging the text (focus on the beginning and build-up of the story).</p> <p>TFW: Independent Application Phase</p> <p>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. (Y6) 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (f-p).
<p>Week 6</p> <p>Fiction</p> <p><i>Stories set in Imaginary Worlds</i></p>		<p>Comprehension</p> <p><i>Text: What's Next HS</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. 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</p> <p>Shared Writing - innovate on the model by hugging the text (focus on the complication and resolution of the story).</p> <p>TFW: Independent Application Phase</p> <p>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. (Y6) 	<ul style="list-style-type: none"> To spell words ending in -ably and -ibly.
<p>Week 7</p>	<p>Test and Revision Week</p>					
<p>Week 8</p> <p>NonFiction</p> <p><i>A Discursive Argument</i></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</p> <p><i>Text: 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. <p>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.</p>	<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. 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. 	<p>TFW: Imitation Phase</p> <p>Hook (Class debate); identify the audience and purpose of writing; read and internalise the model text (Should homework be banned?); 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 (Y6) 	<ul style="list-style-type: none"> To spell words from the Statutory Word List (f-p).
<p>Week 9</p> <p>NonFiction</p> <p><i>A Discursive Argument</i></p>		<p>Comprehension</p> <p><i>Text: Text: Walk to School Debate RS</i></p> <p>To retrieve, record and present information from Fiction.</p> <p>Make comparisons within the text</p>	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors. 		<p>To understand how hyphens can be used to avoid ambiguity. (Y6)</p>	<ul style="list-style-type: none"> To spell words ending in -ant/-ance/-ancy and -ent/-ence/-ency.

<p>Week 10</p> <p>NonFiction</p> <p><i>A Discursive Argument</i></p>		<p>Comprehension</p> <p><i>Text: Alice in Wonderland RS</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. 		<p>TFW: Innovation Phase</p> <p>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).
<p>Week 11</p> <p>NonFiction</p> <p><i>A Discursive Argument</i></p>		<p>Comprehension</p> <p><i>Text: Game Reviews HS</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</p> <p>Create own discursive argument based on our topic - Furnaces of Fire. <i>Would it be better for Scunthorpe if the Steelworks closed?</i></p>	<p><i>Revision</i></p>	<ul style="list-style-type: none"> • To use the hyphen to join words together and add a prefix.