

aSt Bernadette's Catholic Primary Voluntary Academy
English Medium Term Planning Class 6 Lent Term Cycle A



Introduce, then on-going

Word Reading Objectives

- Revisit 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.
- Revisit 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.
- Revisit LO3 To be able to read accurately words of two or more syllables that contain the taught graphemes.
- Revisit LO4 To be able to read words containing common suffixes.
- Revisit LO5 To be able to read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.
- Revisit LO6 To be able read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Revisit 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.
- Revisit LO8 To be able to re-read books to build up their fluency and confidence in word reading.

Reading Comprehension Objectives

- Revisit LO9 To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.
- Revisit LO18 To be able to understand both the books that they can already read accurately and fluently and those that they listen to.
- Revisit LO20 To be able to check that the text makes sense to them as they read and correct inaccurate reading.
- Revisit LO19 To be able to draw on what they already know or on background information and vocabulary provided by the teacher.
- Revisit 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.
- Revisit 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.

Spelling Objectives

- Revisit LO1: To be able to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- 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 homophones.
- Revisit LO3 To spell by learning to spell common exception words.
- Revisit LO4 To spell by distinguishing between homophones and near homophones.
- Revisit LO6 To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.

Week/ Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Non Fiction <i>Non chronological report</i>	TFW lessons Revisit LO13 To be able to be introduced to non-fiction books that are structured in different ways.	TFW Model text London Non-Chronological Report Comprehension Word meaning focus Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O. 8 To be able to write for different purposes.	TFW: Imitation Phase Hook (What has Paddington got in his suitcase? - things about London); identify the audience and purpose of writing; read and internalise the model text (Teacher non-chronological report); pictorial map and actions; analyse features.	2 lessons this week TFW Model text Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops. Revisit L.O. 5 To be able to learn how to use both familiar and new punctuation correctly, including capital letters. CONSOLIDATE: YEAR 1 L.O. 1 To learn To learn how the prefix un- changes the meaning of verbs and adjectives	<u>Little Wandle Spelling Spring 1 Unit 1</u> LO11 To spell words where the 'kn' and 'gn' sound makes an 'n' sound at the beginning of words. LO 12 To spell words where the 'wr' sound makes an 'r' sound at the beginning of words.

					(for example, <i>unkind</i> , or <i>undoing</i> , <i>untie the boat</i>) • L.O. 2 To be able to form adjectives using suffixes such as –ful, -less.	
Week 2 Non Fiction <i>Non chronological report</i>		Comprehension Tigers Non - Chronological report Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary. Word meaning focus Classroom Secrets KS1 The word means reading practice	Revisit L.O. 10 To be able to write down ideas and/or key words, including new vocabulary. 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 adapting text.	L.O. 3 To be able to use the suffixes –er, -est in adjectives and the use of <u>of –ly in Standard English to turn adjectives into adverbs.</u> L.O. 16 (Adverb, suffix)	Unit 1 LO 11 To spell words where the ‘kn’ and ‘gn’ sound makes an ‘n’ sound at the beginning of words. LO 12 To spell words where the ‘wr’ sound makes an ‘r’ sound at the beginning of words.
Week 3 Non Fiction <i>Non chronological report</i>		Comprehension Matching up answers focus <i>Text: London Landmarks</i> Revisit LO22 To be able to answer and ask questions.	Revisit 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 Non-chronological report about London.	L.O. 3 <u>To be able to use the suffixes –er, -est in adjectives</u> and the use of –ly in Standard English to turn adjectives into adverbs.	Unit 2 LO 8 To add –ed, -ing, -er and –est to a root word ending in a –e with a consonant before it.
Week 4 Non Fiction Recount	TFW lessons Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related	TFW Model text Recount of Weekend Comprehension -mix of question types covered so far, focus on sequencing Revisit LO22 To be able to answer and ask questions.		TFW: Imitation Phase Hook (Letter - invitation to Fire Station); identify the audience and purpose of writing; read and internalise the model text (Teacher recount); pictorial map and actions; analyse features.	TFW Model text L.O. 14 To be able to learn how to use <u>subordination (using when, if, that, or because)</u> and co-ordination (using or, and, or but).	Unit 2 LO 8 To add –ed, -ing, -er and –est to a root word ending in a –e with a consonant before it.
Week 5 Non Fiction <i>Recount</i>		Comprehension A Day at the Circus Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related	Revisit L.O. 11 To be able to encapsulate what they want to say, sentence by sentence. Revisit L.O. 5 To be able to write narratives about personal experiences and	Innovation Phase Shared Writing - innovate on the model by adapting text.	Revisit L.O. 12 To be able to use the present and past tense correctly and consistently throughout writing. Revisit L.O. 13 To be able to learn how to use the progressive form of	Unit 3 LO 5 To spell the /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

		Classroom secrets - Number the events practice	those of others (real and fictional).		verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>). Revisit L.O. 15, 16 (all)	
Week 6 Non Fiction <i>Recount</i>		Comprehension Mix of questions Twinkl Reading Assessment Practice - PAPER 1 Revisit LO22 To be able to answer and ask questions.	L.O. 6 To be able to write about real events. Revisit 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 recount of school trip to the fire station	L.O. 9 To be able to learn how to use both familiar and new punctuation correctly, including apostrophes for contracted forms and the possessive (singular) – for example, the girl’s name. L.O. 15, 16 (apostrophe)	<u>LW QUICK QUIZ SPRING 1 - Assessment review</u>
Week 7	TEST WEEK				L.O. 9 To be able to learn how to use both familiar and new punctuation correctly, including apostrophes for contracted forms and the possessive (singular) – for example, the girl’s name. Revisit L.O. 15, 16 (apostrophe) <u>L.O. 1 To be able to form nouns using suffixes such as -ness, -er</u> and by compounding (for example, <i>whiteboard, superman</i>).	<u>Little Wandle Spelling Spring 2 Unit 4</u> LO 27 To spell words where the ‘or’ makes an ‘er’ e.g. work, worm. LO 14 To spell words where the ‘a’ makes an ‘o’ sound after a w and qu. LO 15 To spell words where the ‘ar’ makes an ‘or’ after a ‘w’. e.g. war, warm.
Week 8 Poetry <i>Pattern and Rhyming Poetry</i>	TFW lessons Revisit 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.	TFE model text Animal Movement Poem Comprehension Word meaning focus Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.	TFW: Imitation Phase Hook (Act out animals and movement - children move around the animal stations in the hall); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - rhyme and grammar	TFW Model text Revisit L.O. 16 To be able to use and understand the grammatical terminology in English appendix 2 - <u>noun, verb</u>	<u>Unit 4</u> LO 27 To spell words where the ‘or’ makes an ‘er’ e.g. work, worm. LO 14 To spell words where the ‘a’ makes an ‘o’ sound after a w and qu. LO 15 To spell words where the ‘ar’ makes an ‘or’ after a ‘w’. e.g. war, warm.

<p>Week 9</p> <p>Poetry</p> <p><i>Pattern and Rhyming Poetry</i></p>		<p>Comprehension Word Meaning Focus</p> <p>Minibeast poems - selection of poets</p> <p>Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Classroom Secrets - Find and copy a word test practice</p>	<p>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p> <p>Revisit L.O. 7 To be able to write poetry.</p> <p>Revisit L.O. 12 To be able to evaluate their writing with the teacher and other pupils.</p>	<p>TFW: Innovation Phase</p> <p>Shared Writing - innovate on the model by adapting text.</p> <p>TFW: Independent Application Phase</p> <p>Create own version of poem.</p>	<p>L.O. 1 To be able to form nouns using suffixes such as –ness, -er and by compounding (for example, <u>whiteboard, superman</u>).</p>	<p>Unit 5</p> <p>LO 20 To add –es to nouns and verbs ending in –y e.g. flies.</p>
<p>Week 10</p> <p>Fiction</p> <p><i>Stories with different settings</i></p>	<p>TFW lessons</p> <p>Revisit LO23 To be able to predict what might happen on the basis of what has been read so far.</p>	<p>TFW model text Lost and Found Comprehension</p> <p>Inference focus</p> <p>Revisit LO21 To be able to make inferences on the basis of what is being said and done.</p>		<p>TFW: Imitation Phase</p> <p>Hook (Lost penguin on the playground with a note); identify the audience and purpose of writing; read and internalise the model text (learn and perform story; analyse features</p>	<p>TFW Model text</p> <p>L.O. 6 To be able to learn how to use both familiar and new punctuation correctly, including exclamation marks.</p>	<p>Unit 6</p> <p>LO 26 To spell words ending with –ey and to be able to add the ‘s’ to make the plural.</p>
<p>Week 11</p> <p>Fiction</p> <p><i>Stories with different settings</i></p>		<p>Comprehension Mix of question types</p> <p>Twinkl Reading Assessment Practice - Spr PAPER 1</p> <p>Revisit LO22 To be able to answer and ask questions.</p>	<p>Revisit L.O. 9 To be able to plan or say out loud what they are going to write about.</p>	<p>TFW: Innovation Phase</p> <p>Shared Writing - innovate on the model by adapting text.</p>	<p>L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>L.O. 15, 16 (statement, question, exclamation, command)</p>	<p>Unit 7</p> <p>LO 13 To spell words with the –le sound at the end of the word.</p> <p>LO 16 To spell words with the –el sound after m, n, r, s, v, w and more often than not after s.</p> <p>LO 17 To spell words with the /l/ phoneme spelt ‘-al’ at the end of words.</p> <p>LO 18 To spell words with the –il sound at the end of the word.</p>

<p>Week 12</p> <p>Fiction</p> <p><i>Stories with different settings</i></p>		<p>Comprehension</p> <p>Mix of question types</p> <p>Twinkl Reading Assessment Practice - Spr PAPER 2</p> <p>Revisit LO22 To be able to answer and ask questions.</p>	<p>Revisit L.O. 5 To be able to write narratives about personal experiences and those of others (real and fictional).</p> <p>Revisit L.O. 15 To be able to read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>TFW: Independent Application Phase Create own version of story</p>	<p>L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>L.O. 15, 16 (statement, question, exclamation, command)</p>	<p><u>LW QUICK QUIZ SPRING 1- Assessment review</u></p>
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