

**St Bernadette's Catholic Primary Voluntary Academy**  
**English Medium Term Planning      Class 9      Lent 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
<p>Week 1</p> <p><b>Poetry:</b> (<i>Shape Poem/Creating Images</i>) Snowmen/Snowflakes</p>	<p><b>TFW Lesson</b> L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</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. 10 To discuss words and phrases that capture the reader's imagination and interest. - <b>Starter activity</b></li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning. - <b>main lesson</b></li> </ul> <p>Text: <i>Miss Sutton's Model Text</i></p>	<p>Introduce, then on-going: 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>TFW: Imitation Phase</b> <b>Hook - A wintery scene from The Snowman blizzard on top of a train.</b></p> <p><b>Look at an example shape poetry and act it out in groups.</b></p> <p>Identify the audience and purpose of writing; read and internalise the model text (by self written); poem plan; analyse features and construct toolkit.</p> <p><b>Model text - Snowflake</b></p> <p><b>TFW: Innovation Phase</b> Shared Writing - innovate on the model (focus on the figurative language).</p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions.</li> <li>To use alliteration and similes.</li> </ul> <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). - <b>expanded noun phrase focus with adjectives</b></p>	<p>Y3 L.O.15 To be able to spell words from the Statutory Word List (f-p).</p> <p>Y4 L.O.16 To be able to spell words from the Statutory Word List (f-p).</p>

<p>Week 2</p> <p><b>Poetry:</b> (<i>Shape Poem/ Creating Images</i>) Snowmen/Snowflakes</p>	<p><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.</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O.11 To recognise some different forms of poetry. - <b>Main lesson</b></li> <li>L.O. 6 To use dictionaries to check the meaning of words they have read. - <b>Plenary</b></li> </ul> <p>Text: <i>Snow Spell</i> by Berlie Doherty</p>	<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>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.</p> <p>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.</p>	<p><b>TFW: Innovation Phase continued</b> Shared Writing - innovate on the model (focus on the figurative language).</p> <p><b>TFW: Independent Application Phase</b> Create own poem based on a snowman</p> <p>Their text Shape poem - Snowman</p>	<ul style="list-style-type: none"> <li>Y3 • To recognise word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solves, dissolve, insoluble).</li> </ul>	<p>Y3 L.O.16 To be able to spell words with the 'ay' sound spelt 'ai', 'ay' 'a-e' (e.g. <i>afraid, brave, sailor, grape, calculate</i>).</p> <p>Y4 To be able to spell words with the 'ay' sound spelt 'ai', 'ay' 'a-e'</p> <p>L.O.17 To be able to spell words that have the 'ay' sound spelt 'ei', 'eigh' or 'ey' (e.g. <i>vein, eight, convey</i>).</p>
<p>Week 3</p> <p>Non-Fiction (<i>Explanation</i>) Own Inventions - Wallace and Gromit</p>	<p><b>TFW Lesson</b> L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</p> <p>L.O. 4 To listen to and discuss a wide range of</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>Text: <i>The 'ration book' Olympics</i> by Adapted from National Archives material (Scofield &amp; Sims)</p>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>TFW: Imitation Phase</b> Hook (Wallace and Gromit Video Clip). Provide a non fiction text with inventions and each table has to demonstrate how the invention will work in front of the class.</p>	<ul style="list-style-type: none"> <li>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). -</li> </ul>	<p>Y3 L.O.17 To be able to spell words with the 'I' sound spelt y elsewhere than at the end of words (e.g. <i>myth, pyramid, gym, mystery</i>).</p> <p>L.O.18 To be able to spell words with the 'u' sound spelt ou (e.g. <i>double, trouble, tough</i>).</p>

	fiction, poetry, plays, non-fiction and reference books or textbooks.		from its structure, vocabulary and grammar.	Identify the audience and purpose of writing; read and internalise the model text. Analyse features and construct a toolkit. Model text - Wallace and Gromit	<b>noun phrases expanded by prepositional phrases focus</b>	Y4 L.O.18 To be able to spell words with the 'T' sound spelt y elsewhere than at the end of words. (e.g. <i>crystal, typical, symptom</i> ). L.O.19 To be able to spell words with the 'u' sound spelt ou (e.g. <i>touch, couple, younger, courage</i> ).
Week 4 Non-Fiction (Explanation) Own Inventions - Wallace and Gromit	<b>TFW Lesson</b> L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.	<b>Comprehension</b> • L.O. 18 To retrieve and record information from non-fiction.  Text: <i>Miss Sutton's Model Text</i>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.O.4 To plan their writing by discussing and recording ideas.</li> </ul>	<b>TFW Imitation Phase</b> Storyboard/map the Wallace and Gromit model text to internalise it, focusing on the descriptive language and changing the language.  <b>TFW: Innovation Phase</b> Shared Writing - innovate on the model by writing a shared explanation text focusing on a Hoverboard.  <b>TFW: Independent Application Phase</b> Begin to plan their writing by drawing a diagram of their invention and add labels to explain what the mechanisms are and what they do. Label with colours/designs.	Y3 • To identify subordinating and coordinating conjunctions. • 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.	Y3 L.O.15 To be able to spell words from the Statutory Word List (f-p).  Y4 L.O.16 To be able to spell words from the Statutory Word List (f-p).
Week 5 Non-Fiction (Explanation) Own Inventions - Wallace and Gromit	<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>Comprehension</b> • L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .  Text: <i>Tunnelling under the Seabed</i> by Claire Thorp (Rising Stars)	<ul style="list-style-type: none"> <li>• L.O.6 To draft and write by organising paragraphs around a theme.</li> <li>• L.O.8 To draft and write by in non-narrative material, using simple organisational devices.</li> </ul>	<b>TFW: Independent Application Phase</b>  Create their own explanation based on their own invention of a flying car.	Y3 • To use headings and subheadings to aid presentation. Y3 • To introduce paragraphs as a way to group related material. • L.O. 5 To use paragraphs to organise ideas around a theme. <b>Covered in TFW lesson</b>	Y3 L.O.19 To be able to spell words using prefix 'un', 'dis' and 'mis' (e.g. <i>unhappy, unknown, uneven, unable, misbehave, misprint, mismatch, dislike, disappear, disadvantage</i> ).  Y4 L.O.20 To be able to spell words using prefix 'un', 'dis'

					<b>VGPS Lesson:</b> • L.O.8 To use conjunctions, adverbs and prepositions to express time and cause. - <b>Conjunctions and Adverbs to focus</b>	and 'mis' (e.g. <i>unaware, unequal, unpaid, miscalculate, mistreat, misunderstood, misfortune, dishonour, disapprove, disregard</i> ).
Week 6 Non-Fiction <i>(Explanation)</i> Own Inventions - Wallace and Gromit		<b>Comprehension</b> • L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.  Text: <i>Dogs are good for you</i> by Lynne Wallis (Schofield & Sims)	<b>Editing their work</b> • L.O.9 To evaluate and edit by assessing the effectiveness of their own <del>and others' writing</del> and suggesting improvements. • L.O.11 To proofread for spelling and punctuation errors.	<b>TFW: Independent Application Phase</b> Continue to create their own Invention explanation (Flying car).  Evaluate and edit their own invention explanation.	• L.O.8 To use conjunctions, adverbs and prepositions to express time and cause. - <b>Prepositions focus</b>	Y3 L.O.20 To be able to spell words using prefix 're' and 'anti' (e.g. <i>redo, return, reheat, redesign, resend, recreate, anticlockwise, antiseptic, antisocial, antibacterial</i> ).  Y4 L.O.21 To be able to spell words using prefix 're', 'anti' and 'auto' (e.g. <i>readjust, rearrange, reapply, antibiotic, antifreeze, anti-climax, automobile, automatic, autograph, autopilot</i> ).
Week 7 Test Week						
Week 8 Narrative <i>(Stories set in Imaginary Worlds)</i> Charlie and the Chocolate Factory	<b>TFW</b> L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.  L.O. 4 To listen to and discuss a wide range of <i>fiction</i> , poetry, plays, non-fiction and reference books or textbooks.	<b>Comprehension</b> • L.O. 8 To identify themes and conventions in a wider range of books.  Text: <i>Charlie and the Chocolate Factory</i> by Roald Dahl.	L.O.3 To plan their writing by discussing writing similar to that which they are	<b>TFE: Imitation Phase</b>  Hook - Charlie and the Chocolate Factory inventing room (Video from 2005 movie)  The children act out walking into the classroom like the children walking into the invention room as one child narrates.  Children to look at the features of a narrative using highlighter pens. Task to be	• L.O.7 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).	Y3 L.O.21 To be able to spell words using prefix 'sub' and 'super' (e.g. <i>subway, subheading, subtotal, submerge, submarine, superman, supermarket, superstar, superglue, superhero</i> ).  Y4 L.O.22 To be able to spell words using prefix 'sub', 'super' and 'inter'. (e.g. <i>subtract, subdivide, subordinate, supernatural, supersonic, interact, intermix, international, interlock, intercity</i> ).

			<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>L.O.7 To draft and write by in narratives, creating <del>settings, characters and plot.</del></p>	<p>done as a class.</p> <p>Explore Roald Dahl's character descriptions of Augustus Gloop and Violet Beauregarde. Discuss language features used. Create their own character descriptions of their own character in the style of Roald Dahl.</p>		
<p>Week 9 Narrative (<i>Stories set in Imaginary Worlds</i>) Charlie and the Chocolate Factory</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.</li> </ul>	<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 - <b>Starter</b></li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul> <p>Text: <i>Alice Meets the Cheshire Cat</i> by Lewis Carroll (Schofield &amp; Sims)</p>	<ul style="list-style-type: none"> <li>L.O.4 To plan their writing by discussing and recording ideas.</li> <li>L.O.4 To plan their writing by discussing and recording ideas.</li> <li>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).</li> </ul>	<p>Look at video clip of Charlie entering the Inventing Room and and discuss the setting. Homework - Create their own food or sweet invention.</p> <p>Plan their own story using the story mountain detailing the opening, build up, problem, resolution and ending.</p> <p>Begin to write their own story - introduction and build up paragraphs</p>	<p>Y3 • To introduce inverted commas to punctuate direct speech.</p> <ul style="list-style-type: none"> <li>L.O.13 To use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</li> </ul>	<p>Y3 L.O.15 To be able to spell words from the Statutory Word List (f-p).</p> <p>Y4 L.O.16 To be able to spell words from the Statutory Word List (f-p).</p>

<p>Week 10 Narrative <i>(Stories set in Imaginary Worlds)</i> Charlie and the Chocolate Factory</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>Starter from looking at the title and pictures only</b></li> <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><i>Text: Charlie Bone and the Time Twister Jenny Nimmo (Rising Stars)</i></p>	<ul style="list-style-type: none"> <li>L.O.6 To draft and write by organising paragraphs around a theme.</li> <li>L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>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.</li> <li>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.</li> </ul>	<p>Continue to write own story dilemma and resolution</p> <p>Continue to write own story - ending. And peer assess their work with a partner. Improve with purple pen.</p> <p>Copy story up with the edits made.</p>	<p>Y3 • To introduce paragraphs as a way to group related material.</p> <ul style="list-style-type: none"> <li>L.O. 5 To use paragraphs to organise ideas around a theme. <b>Covered in TFW lesson</b></li> </ul> <p><b>VGPS Lesson</b></p> <p>Y3 • To introduce inverted commas to punctuate direct speech.</p> <ul style="list-style-type: none"> <li>L.O.13 To use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</li> </ul>	<p>Y3 L.O.22 To be able to spell words with the suffix 'ous' including words ending in -e or with the soft g sound (e.g. <i>poisonous, dangerous, enormous, jealous, famous, courageous</i>).</p> <p>Y4 L.O.23 To be able to spell words with the suffix 'ous' including words that end in -our and words with an 'i' sound before the 'ous' ending (e.g. <i>humorous, glamorous, serious, curious, obvious, hideous, courteous</i>).</p>
<p>Week 11 Non-Fiction <i>(Information Leaflet)</i> What to do/pack for evacuation</p>	<p><b>TFW Lesson</b></p> <p>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</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.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 18 To retrieve and record information from non-fiction.</li> <li>L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these. <b>(Recap from Week 6)</b></li> </ul> <p><i>Text: Evacuation Begins (Newspaper Article) by Unknown (Grammarsaurus)</i></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Imitation Phase</b></p> <p>Hook - The Lion, the Witch and the Wardrobe Air Raid and Evacuation. Children to act out the opening scenes of the film, displaying the different emotions that they have seen.</p> <p>Use a model text describing</p>	<p>Y3 • To use headings and subheadings to aid presentation.</p> <ul style="list-style-type: none"> <li>L.O. 3 To use Standard English forms for verb inflections instead of local spoken forms (for example: we were instead of we was , and I did instead of I done.)</li> </ul>	<p>Y3 L.O.27 To be able to spell words that have the 'g' sound spelt 'gue' (e.g. <i>league, fatigue, dialogue, catalogue, tongue</i>).</p> <p>Y3 L.O.28 To be able to spell words that end with the 'k' sound spelt que (e.g. <i>technique, unique, antique, queue, cheque</i>).</p> <p>Y4 L.O.27 To be able to spell</p>

			<ul style="list-style-type: none"> <li>● L.O.4 To plan their writing by discussing and recording ideas.</li> <li>● L.O.4 To plan their writing by discussing and recording ideas.</li> </ul>	<p>what to do in the event of an air raid at school. Look at the structure and features of an information leaflet.</p> <p><b><u>Innovation Phase</u></b> Shared writing - boxing up. Use images from the movie and write a description next to it.</p> <p><b><u>Independent Phase</u></b> Begin to plan their writing using a spider diagram to list what is required in a suitcase when moving to the countryside.</p>		<p>words that have the 'g' sound spelt 'gue' (e.g. <i>vague, meringue, colleague, rogue</i>).</p> <p>Y4 L.O.28 To be able to spell words that end with the 'k' sound spelt que (e.g. <i>arabesque, opaque, physique, grotesque, boutique, critique</i>).</p>
<p>Week 12 Non-Fiction (<i>Information Leaflet</i>) What to do/pack for evacuation</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</i> and reference books or textbooks.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>● L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. - <b>Main focus</b></li> <li>● L.O. 6 To use dictionaries to check the meaning of words that they have read. - <b>Plenary</b></li> </ul> <p>Text: <i>Major Tim Peake</i> by Unknown (Rising Stars)</p>	<ul style="list-style-type: none"> <li>● L.O.6 To draft and write by organising paragraphs around a theme.</li> <li>● L.O.8 To draft and write in non-narrative material, using simple organisational devices.</li> </ul> <p><b><u>Evaluate their writing</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● L.O.11 To proofread for spelling and punctuation</li> </ul>	<p><b><u>Independent Phase</u></b> Begin to create their own leaflet explaining what is needed in the suitcase.</p> <p><b><u>Evaluate their writing</u></b> Make improvements to their work in purple pen (spelling errors).</p>	<ul style="list-style-type: none"> <li>● L.O.5 To use paragraphs to organise ideas around a theme. - <b>Covered in TFW lesson</b></li> <li>● L.O.9 To be able to use fronted adverbials (for example, Later that day, I heard the bad news).</li> <li>● L.O.10 To be able to use commas after fronted adverbials.</li> </ul>	<p>Y3 L.O.14 To be able to spell homophones and near homophones (e.g. <i>break, brake, bear, here, meat, meet, plane, plain</i>).</p> <p>Y4 L.O.15 To be able to spell homophones and near homophones (e.g. <i>seen, scene, piece, peace, ate, eight, great, grate, beel, heal, he'll</i>).</p>

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