

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



Week/Genre	Reading	Comprehension	Writing	Talk for Writing Process	VGP	Spelling
Week 1 Narrative <i>A Playscript</i>	<ul style="list-style-type: none"> To maintain positive attitudes to reading and an understanding of what they read. To continue to read and discuss an increasingly wide range of plays. To prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	Comprehension Model Text (<i>Alice in Wonderland</i>); To ask questions to check my understanding. To identify how language, structure, and presentation contribute to meaning.	<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 their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. To draft and write by using further organisational and presentational devices to structure text and to guide the reader. 	TFW: Imitation Phase Read and internalise the model playscript text (<i>Alice in Wonderland</i>); identify the audience and purpose of writing; box-up the text; analyse features and construct toolkit.	<ul style="list-style-type: none"> To understand phrase and clauses in sentences. 	<ul style="list-style-type: none"> To distinguish between homophones and other words that are often confused (-ce and -se).
Week 2	<ul style="list-style-type: none"> To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	Comprehension Oliver Twist To summarise the main idea drawn from more than one paragraph, identifying key details that support the main idea. To predict what might happen from details stated and implied.	<ul style="list-style-type: none"> To evaluate and edit by assessing the effectiveness of their own and others' writing. To proofread for spelling and punctuation errors. 	TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (an alternative playscript).	To use main and subordinate clauses with full range of conjunctions. To identify main and subordinate sentences, and subordinating conjunctions.	<ul style="list-style-type: none"> To spell words from the Statutory Word List (q-z).
Week 3		Comprehension Writing Models for Year Five by Pie Corbett (adapted) To identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	TFW: Independent Application Phase Create own playscript.	<ul style="list-style-type: none"> To use passive verbs to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken by me). 	<ul style="list-style-type: none"> To be able to add suffixes beginning with vowel letters to words ending in -fer.
Week 4		Comprehension Little Red Riding Hood To predict what might happen from details stated and implied.		TFW: Independent Application Phase Perform own playscript.	To recognise how words are related by meaning as synonyms and Antonyms. (in reading work)	Revise common exception words.

<p>Week 5</p> <p>Non-Fiction <i>A Persuasive Leaflet</i></p>	<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 non-fiction. • To read books that are structured in different ways and reading for a range of purposes. 	<p>Comprehension Model text (Sydney Leaflet) To identify how language, structure and presentation contribute to meaning.</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 a wide range of devices to build cohesion within and across paragraphs. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. • To proofread for spelling and punctuation errors. 	<p>TFW: Imitation Phase Hook (Share a selection of different leaflets for different purposes); identify the audience and purpose of writing; read and internalise the model text; box-up the text; analyse features and construct toolkit.</p>	<p>To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up).</p>	<ul style="list-style-type: none"> • Mixed Spelling Practice
<p>Week 6</p>		<p>Comprehension 'Join Our Campaign for New Playground Equipment!' Extension task to compare with published tourism leaflets. Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas by challenging views courteously.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 a wide range of devices to build cohesion within and across paragraphs. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To evaluate and edit by ensuring the consistent and correct use of tense 	<p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the introduction to the leaflet and information about the place.</p>	<p>To use present and past progressive</p> <ul style="list-style-type: none"> • To use present perfect and past perfect. • To use the perfect form of verbs to mark relationships of time and cause. 	
<p>Week 7</p>		<p>Comprehension Extension task to compare with published tourism leaflets. Children to bring in some examples as home Explain and discuss their understanding of what they have read</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. • To evaluate and edit by ensuring the consistent and correct use of tense 	<p>TFW: Independent Application Phase Create own persuasive leaflet for a holiday destination. Pupils to choose a destination.</p>	<p><i>Transition work/revision of areas identified as less secure.</i></p>	

		including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	throughout a piece of writing. • To proofread for spelling and punctuation errors.			
Week 8		Writing Models for Year Five by Pie Corbett (adapted) Comprehension 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.		TFW: Independent Application Phase Create own persuasive leaflet for a holiday destination. Pupils to choose a destination.		
Week 9 Poetry <i>Free Verse</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 poetry. • To learn a wider range of poetry by heart. 	Comprehension From a Railway Carriage by Robert Louis Stevenson <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. 	<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 draft and write by using presentational devices to structure text. 	TFW: Imitation Phase Hook-watch Polar Express clip Box-up the text; analyse features and construct toolkit.		
Week 10	<ul style="list-style-type: none"> • To prepare poems to read aloud and to perform. • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	Comprehension Performance poetry Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.	<ul style="list-style-type: none"> • To evaluate and edit by assessing the effectiveness of their own and others' writing. • To proofread for spelling and punctuation errors. • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	TFW: Innovation Phase From a Railway Carriage by Robert Louis Stevenson Adapt this structure with some original ideas		
Week 11		Performance Poetry Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.		TFW: Independent Application Phase In groups, to plan and write their own version of 'From a Railway Carriage'. They will also consider performance features.		
Week 12		Continue or consolidate prior learning.		TFW: Independent Application Phase Cont.		