

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



| Week/Genre | Reading | Comprehension | Writing | Talk for Writing Process | VGP | Spelling |
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| 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. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | Comprehension <i>Oliver Twist extract from an adaptation of Charles Dickens</i> To ask questions to check their understanding. To identify 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 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. 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: Imitation Phase Hook - Night at the museum https://www.youtube.com/watch?v=YXu7kqD1JLs Read and internalise the model playscript text (<i>Night at the museum</i>); identify the audience and purpose of writing; box-up the text; analyse features using 'Little Red Riding Hood' and construct toolkit. | <ul style="list-style-type: none"> To understand phrase and clauses in sentences. To use commas to clarify meaning and avoid ambiguity SATS revision questions | <ul style="list-style-type: none"> To distinguish between homophones and other words that are often confused (-ce and -se). |
| Week 2 Narrative <i>A Playscript</i> | | Comprehension <i>Canteen Chaos CGP (download)</i> 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. | | TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (an alternative playscript - Night at...). | <ul style="list-style-type: none"> To use main and subordinate clauses with full range of conjunctions. (Year 5 revision) 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 Narrative <i>A Playscript</i> | | Comprehension <i>Macbeth</i> William Shakespeare To identify how language, structure, and presentation contribute to meaning | | TFW: Independent Application Phase Create own playscript based on an overnight school trip. | <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). To recognise how words are related by meaning as synonyms and Antonyms. (in reading work) | <ul style="list-style-type: none"> To be able to add suffixes beginning with vowel letters to words ending in -fer. |
| Week 4 | Revision Week | | | | | |

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| Week 5 | SATs Week Y5 Test week | | | | | |
| Week 6 Non-Fiction <i>A Persuasive Leaflet</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 non-fiction. To read books that are structured in different ways and reading for a range of purposes. | Comprehension Model text Robin Hood's Bay Residential Trip / Skull Island Residential Trip To identify 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 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. | 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 (Robin Hood's Bay Residential Trip / Skull Island Residential Trip); box-up the text; analyse features and construct toolkit. | To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up). | <ul style="list-style-type: none"> Mixed Spelling Practice |
| Week 7 Non-Fiction <i>A Persuasive Leaflet</i> | | Comprehension <i>London leaflet: Analyse and Improve</i> (Twinkl) 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. | 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. <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. | TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text (focus on the introduction to the leaflet and information about the accommodation. | <i>To use present and past progressive</i> <ul style="list-style-type: none"> To use present perfect and past perfect. <ul style="list-style-type: none"> To use the perfect form of verbs to mark relationships of time and cause. | |

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| <p>Week 8</p> <p>Non-Fiction <i>A Persuasive Leaflet</i></p> | | <p>Comprehension Extension task to compare with published tourism leaflets. Children to bring in some examples as home</p> <p>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 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: Independent Application Phase Create own persuasive leaflet for schools advertising a new Residential Trip (focus on the key activities for pupils.</p> | <p><i>Transition work/revision of areas identified as less secure.</i></p> | |
| <p>Week 9</p> <p>Non-Fiction <i>A Persuasive Leaflet</i></p> | | <p>Comprehension Top five places to shop for toys (extract from a children's guidebook called London Unlocked (Rising Stars p.26) 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> | | <p>TFW: Independent Application Phase Create own persuasive leaflet for schools advertising a new Residential Trip (focus on the key activities for pupils.</p> | | |
| <p>Week 10</p> <p>Poetry <i>Free Verse</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 poetry. • To learn a wider range of poetry by heart. • To prepare poems to read aloud and to perform. | <p>Comprehension <i>Model Text Bravery Is</i></p> <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. • To evaluate and edit by assessing the effectiveness of their own and others' writing. | <p>TFW: Imitation Phase Hook John Lions as a free verse poet (class reading) and The power of bravery Joseph Wang https://www.youtube.com/watch?v=3LZTeQ5npCE Model Text Bravery Is Box-up the text; analyse features and construct toolkit.</p> | | |
| <p>Week 11</p> <p>Poetry <i>Free Verse</i></p> | <ul style="list-style-type: none"> • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <p>Comprehension Performance poetry Your School Learning a wider range of poetry by heart.</p> <p>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.</p> | <ul style="list-style-type: none"> • To proofread for spelling and punctuation errors. • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <p>TFW: Innovation Phase Shared Writing - innovate on the model by hugging the text and sharing ideas on what bravery is - links to transition</p> | | |

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| Week 12 | | <p>Performance Poetry</p> <p>Learning a wider range of poetry by heart.</p> <p>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.</p> | | <p>TFW: Independent Application Phase</p> <p>Create their own 'Bravery' poem that is personal to them and the transition to their next phase in their school journey. Perform.</p> | | |
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