

**St Bernadette's Catholic Primary Voluntary Academy**  
**English Medium Term Planning      Class 12      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"> <li>To maintain positive attitudes to reading and an understanding of what they read.</li> <li>To continue to read and discuss an increasingly wide range of plays.</li> <li>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.</li> </ul>	<b>Comprehension</b> <b>Model Text</b> ( <i>Abducted by Aliens</i> ); To ask questions to check their understanding. To identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> <li>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.</li> <li>To plan their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To draft and write by using further organisational and presentational devices to structure text and to guide the reader.</li> </ul>	<b>TFW: Imitation Phase</b> Read and internalise the model playscript text ( <i>Abducted by Aliens</i> ); identify the audience and purpose of writing; box-up the text; analyse features and construct toolkit.	<ul style="list-style-type: none"> <li>To understand phrase and clauses in sentences.</li> </ul> SATS revision questions	<ul style="list-style-type: none"> <li>To distinguish between homophones and other words that are often confused (-ce and -se).</li> </ul>
Week 2 Narrative <i>A Playscript</i>	<ul style="list-style-type: none"> <li>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<b>Comprehension</b> <i>Jack and the High-Rise Block of Flats</i> Writing Models Year Six, by Pie Corbett. 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"> <li>To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>To proofread for spelling and punctuation errors.</li> <li>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<b>TFW: Innovation Phase</b> Shared Writing - innovate on the model by hugging the text (an alternative playscript).	<ul style="list-style-type: none"> <li>To use main and subordinate clauses with full range of conjunctions. (Year 5 revision)</li> </ul> To identify main and subordinate sentences, and subordinating conjunctions.	<ul style="list-style-type: none"> <li>To spell words from the Statutory Word List (q-z).</li> </ul>
Week 3 Narrative <i>A Playscript</i>		<b>Comprehension</b> <i>The Tempest</i> William Shakespeare To identify how language, structure, and presentation contribute to meaning. Complete this the week after SATs.  Poetry revision. Throwing a Tree - Thomas Hardy compared The Way through the Woods To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		<b>TFW: Independent Application Phase</b> Create own playscript and perform.	<ul style="list-style-type: none"> <li>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).</li> </ul> To recognise how words are related by meaning as synonyms and Antonyms. (in reading work)	<ul style="list-style-type: none"> <li>To be able to add suffixes beginning with vowel letters to words ending in -fer.</li> </ul>

Week 4	Revision Week					
Week 5	SATs Week					
Week 6 Non-Fiction <i>A Persuasive Leaflet</i>	<ul style="list-style-type: none"> <li>• To maintain positive attitudes to reading and understanding of what they read.</li> <li>• To continue to read and discuss an increasingly wide range of non-fiction.</li> <li>• To read books that are structured in different ways and reading for a range of purposes.</li> </ul>	<b>Comprehension</b> <b>Model text</b> 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"> <li>• 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.</li> <li>• To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• To draft and write by précising longer passages.</li> <li>• To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• To proofread for spelling and punctuation errors.</li> </ul>	<b>TFW: Imitation Phase</b> 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"> <li>• Mixed Spelling Practice</li> </ul>
Week 7 Non-Fiction <i>A Persuasive Leaflet</i>		<b>Comprehension</b> <i>London leaflet: Analyse and Improve</i> (Twinkl) Extension task to compare with published tourism leaflets.	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.	<b>TFW: Innovation Phase</b> 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"> <li>• To use present perfect and past perfect.</li> </ul> <ul style="list-style-type: none"> <li>• To use the perfect form of verbs to mark relationships of time and cause.</li> </ul>	

		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.	<ul style="list-style-type: none"> <li>• To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• To draft and write by précising longer passages.</li> <li>• To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> </ul>			
Week 8 Non-Fiction <i>A Persuasive Leaflet</i>		<b>Comprehension</b> 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 including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	<ul style="list-style-type: none"> <li>• To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• To proofread for spelling and punctuation errors.</li> </ul>	<b>TFW: Independent Application Phase</b> Create own persuasive leaflet for schools advertising a new Residential Trip (focus on the key activities for pupils.	<i>Transition work/revision of areas identified as less secure.</i>	
Week 9 Non-Fiction <i>A Persuasive Leaflet</i>		<b>Writing Models for Year Six</b> by Pie Corbett (adapted)  <b>Comprehension</b> 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.		<b>TFW: Independent Application Phase</b> Create own persuasive leaflet for schools advertising a new Residential Trip (focus on the key activities for pupils.		
Week 10 Poetry <i>Free Verse</i>	<ul style="list-style-type: none"> <li>• To maintain positive attitudes to reading and understanding of what they read.</li> <li>• To continue to read and discuss an increasingly wide range of poetry.</li> </ul>	<b>Comprehension</b> <b><i>Sand</i>, poem by Carol Ann Duffy</b>  • Identifying how language, structure, and presentation contribute to meaning.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To draft and write by using presentational devices to structure text.</li> </ul>	<b>TFW: Imitation Phase</b> Hook-watch slideshow of photos from their time at school-liaise with previous teachers for this. Box-up the text; analyse features and construct toolkit.		
Week 11 Poetry <i>Free Verse</i>	<ul style="list-style-type: none"> <li>• To learn a wider range of poetry by heart.</li> <li>• To prepare poems to read aloud and to perform.</li> <li>• To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<b>Comprehension</b> Performance poetry Your School 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"> <li>• To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>• To proofread for spelling and punctuation errors.</li> <li>• To perform their own compositions, using appropriate intonation, volume,</li> </ul>	<b>TFW: Innovation Phase</b> <i>Your School poem</i> by Carol Ann Duffy Adapt this structure with some original ideas		

Week 12  Poetry <i>Free Verse</i>		<b>Performance Poetry</b> 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.	and movement so that meaning is clear.	<b>TFW: Independent Application Phase</b> In groups, to plan and write their own version of Our School. They will also consider performance features,		
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