

St Bernadette's Catholic Primary Voluntary Academy

English Medium Term Planning Class 6 Pentecost Term Cycle A



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 Narrative <i>Traditional tales/ Changing the story</i>	TFW lessons Revisit LO12 To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Revisit LO14 To be able to recognise simple recurring literary language in <i>stories</i> and poetry.	TFW Model text Peter Pan Model Text Comprehension - teacher written Revisit LO11 To be able to discuss the sequence of events in books and how items of information are related.	Revisit L.O. 8 To be able to write for different purposes.	TFW: Imitation Phase Hook (Peter Pan); treasure map to box of objet identify the audience and purpose of writing; read and internalise the model text (learn and perform story map; analyse features and sequence sections on story mountain.	TFW Model text Punctuation focus Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops. <ul style="list-style-type: none"> • Revisit L.O. 5 capital letters. • Revisit L.O. 6 exclamation marks. • Revisit L.O. 7 question marks. • Revisit L.O. 8 commas. • Revisit L.O. 9 apostrophes for contracted forms and the possessive (singular) • Revisit L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command. • Revisit L.O. 16 terminology 	Little Wandle Spelling Summer 1 LO 10 To spell words where the 'c' sound makes an 's' sound before 'e' 'i' and 'y'.

<p>Week 2</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>		<p>Hansel and Gretel</p> <p>Revisit L.O.22 To be able to ask and answer 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 boxing it up (focus on elements changing in the story).</p>	<ul style="list-style-type: none"> • Revisit L.O. 11 To be able to learn how to use expanded noun phrases to describe and specify (for example, <i>the blue butterfly, plain flour, the man in the moon</i>). • Revisit L.O. 15, 16 (noun, adjective, noun phrase) 	<p>LO 28 To spell words where the 's' sound makes a 'z'.</p>
<p>Week 3</p> <p>Narrative <i>Traditional tales/ Changing the story</i></p>		<p>The Elves and the Shoemaker The Snow Queen</p> <p>Revisit L.O.22 To be able to ask and answer 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. 12 To be able to evaluate their writing with the teacher and other pupils.</p>	<p>TFW: Independent Application Phase Create own version of story - beginning, build up, complication, resolution and ending.</p>	<ul style="list-style-type: none"> • 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 verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>). 	<p>LO 23 To add suffixes to spell longer words, including –ment,</p>
<p>Week 4</p> <p>Narrative <i>Fables/ Traditional tales</i></p>	<p>TFW lessons</p> <p>Revisit LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, <i>stories</i> and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO12 To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>TFW Model Text - Hare and the Tortoise - teacher written</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: Imitation Phase</p> <p>Hook (Hare and the Tortoise); Tommy the tortoise to visit KS1. Identify the audience and purpose of writing; read and internalise the model text (learn and perform story map; analyse features and sequence sections on story mountain.</p>	<p>TFW Model text Grammar focus</p> <p>Revisit L.O. 15, 16 (verb, noun, adjective, noun phrase, adverb)</p> <p>(VGP LO1, 2 Link to Spelling lesson)</p>	<p>LO 23 To add suffixes to spell longer words, including –ment,</p>
<p>Week 5</p> <p>Narrative <i>Fables/ Traditional tales</i></p>		<p>Fables - The Hare and the Tortoise The Town Mouse and the Country Mouse</p> <p>Revisit LO21 To be able to make inferences on the basis of what is being said and done.</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 - boxing up?</p>	<ul style="list-style-type: none"> • Revisit L.O. 14 To be able to learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p>(VGP LO9 Link to Spelling lesson)</p>	<p>LO 21 To spell words including apostrophes for contracted forms</p>

<p>Week 6</p> <p>Narrative <i>Fables/Traditional tales</i></p>		<p>Fables - Why does a Giraffe have a Long Neck? Why Does a Bat Like to Hang Upside Down?</p> <p>Revisit L.O.22 To be able to ask and answer 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. 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.</p>	<p>TFW: Independent Application Phase Create own version of story - beginning, build up, complication, resolution and ending.</p>	<p>• Revisit L.O. 15, 16 (All grammatical/punctuation terminology) VGP mixed questions</p>	<p><u>ASSESSMENT QUIZ</u></p> <p>Recap of common exception words</p>
<p>Week 7</p> <p>Poetry <i>Acrostic Poem</i></p>	<p>TFW lessons Revisit LO16 To be able to discuss their favourite words and phrases.</p> <p>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.</p>	<p>TFW Model Text Acrostic Poem - Teacher written Revisit L.O.22 To be able to ask and answer questions.</p>	<p>Revisit L.O. 8 To be able to write for different purposes.</p> <p>Revisit L.O. 10 To be able to write down ideas and/or key words, including new vocabulary.</p>	<p>TFW: Imitation Phase Hook (Olympics theme); identify the audience and purpose of writing; read and internalise the model text (learn and perform poem; analyse features - grammar and structure</p>	<p>TFW Model text Description, word choices focus • Revisit L.O. 11 To be able to learn how to use expanded noun phrases to describe and specify (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p>	<p><u>Little Wandle Spelling Summer 2</u> LO 29 To spell words ending in 'tion'.</p>
<p>Week 8</p> <p>Poetry <i>Acrostic Poem</i></p>		<p>Summer themed acrostic (Summer and Flowers) Teacher written</p> <p>Revisit L.O.22 To be able to ask and answer questions.</p>	<p>Revisit L.O. 7 To be able to write poetry.</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: Innovation Phase Shared Writing - innovate on the model by adapting text.</p> <p>TFW: Independent Application Phase Create own version of poem.</p>	<p>• Revisit L.O. 11, 15, 16 (adjectives, verbs, nouns, adverbs)</p>	<p>LO 29 To spell words ending in 'tion'.</p>
<p>Week 9</p>	<p>TEST WEEK</p>				<p>• Revisit L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>(VGP LO9 Link to Spelling lesson)</p>	<p>LO 22 To spell words including the possessive apostrophe</p>

<p>Week 10</p> <p>Non-Fiction <i>Informal Letter</i></p>	<p>TFW lessons Revisit LO10 To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, <i>stories</i> and non-fiction at a level beyond that at which they can read independently.</p> <p>Revisit LO13 To be able to be introduced to non-fiction books that are structured in different ways.</p>	<p>TFW Model Text Letter - teacher written Revisit LO15 To be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Revisit LO. 8 To be able to write for different purposes.</p>	<p>TFW: Imitation Phase Hook (sporting heroes theme); identify the audience and purpose of writing; read and internalise the model text (Teacher letter); pictorial map and actions; analyse features.</p>	<p>TFW Model text Punctuation and types of sentence focus Revisit L.O. 4. To be able to learn how to use both familiar and new punctuation correctly, including full stops. <ul style="list-style-type: none"> • Revisit L.O. 5 capital letters. • Revisit L.O. 6 exclamation marks. • Revisit L.O. 7 question marks. • Revisit L.O. 8 commas. • Revisit L.O. 9 apostrophes for contracted forms and the possessive (singular) • Revisit L.O. 10 To be able to learn how to use sentences with different forms: statement, question, exclamation, command. </p>	<p>Revisit LO 7 To add –ed, -ing, -er and –est to a root word ending in a –y with a consonant before it.</p> <p>Revisit LO 8 To add –ed, -ing, -er and –est to a root word ending in a –e with a consonant before it.</p> <p>Revisit LO 9 To add –ed, -ing, -er and –est to words of one syllable ending in a single consonant letter after a single vowel letter.</p>
<p>Week 11</p> <p>Non-Fiction <i>Informal Letter</i></p>		<p>Goldilocks/Wolf Apology letter Revisit L.O.22 To be able to ask and answer questions.</p>	<p>Revisit L.O. 11 To be able to encapsulate what they want to say, sentence by sentence.</p>	<p>Innovation Phase Shared Writing - innovate on the model by adapting text.</p>	<p>• Revisit L.O. 11, 15, 16 (adjectives, verbs, nouns, adverbs)</p>	<p>LO 7 To add –ed, -ing, -er and –est to a root word ending in a –y with a consonant before it.</p> <p>LO 8 To add –ed, -ing, -er and –est to a root word ending in a –e with a consonant before it.</p> <p>LO 9 To add –ed, -ing, -er and –est to words of one syllable ending in a single consonant letter after a single vowel letter.</p>
<p>Week 12</p> <p>Non-Fiction <i>Informal Letter</i></p>		<p>Hospital letter Revisit L.O.22 To be able to ask and answer questions.-</p>	<p>Revisit L.O. 6 To be able to write about real events.</p> <p>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).</p>	<p>TFW: Independent Application Phase Create own letter to hero.</p>	<p>• Revisit L.O. 15, 16 (All) Quiz</p>	<p><u>ASSESSMENT QUIZ</u></p> <p>Common exception words and words with suffixes check</p>