

**uuuu9St Bernadette's Catholic Primary Voluntary Academy**  
**English Medium Term Planning      Class 8      Pentecost 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>Narrative:</b> (<i>Myths/Legends</i>) Theseus and the Minotaur</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> <p><b>TFW Lesson</b></p> <p>L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</p>	<p><b>Ongoing throughout this term:</b></p> <p>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</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.</li> </ul> <p>Text: <i>The Eye Pod</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> <li>L.O.7 To draft and write by in narratives, creating <del>settings, characters and plot</del>.</li> </ul>	<p><b>TFW: Imitation Phase</b></p> <p><b>Hook: - Video clip from Hercules.</b> Explore the model text - (Theseus and the Minotaur) and the type of text it is as well as the audience and purpose. In groups, use drawing/paint to show what the minotaur looks like.</p> <p>Children to look at the features of myths and then identify these features of the Theseus and the Minotaur myth e.g. hero, mythical creature, problem/quest, Greek Gods etc.</p> <p>Explore Greek Mythical creatures and match pictures descriptions of these. Discuss language features used. Homework - Create their own Greek mythical creature by drawing it.</p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To recognise singular and plural.</li> <li>To use apostrophes for singular possession.</li> </ul> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>- Starter (recap from last term)</b></p> <ul style="list-style-type: none"> <li>L.O.12 To indicate possession by using the possessive apostrophe with <b>singular and plural</b> nouns (for example, the girl's name, the girls' name)</li> </ul> <p><b>main focus of the lesson</b></p>	<p>Year 3</p> <p>L.O.26 To be able to spell words from the Statutory Word List (q-z)</p> <p>Year 4</p> <p>L.O.26 To be able to spell words from the Statutory Word List (q-z).</p>

<p>Week 2</p> <p><b>Narrative:</b> (<i>Myths/Legends</i>) Theseus and the Minotaur</p>		<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.</li> </ul> <p>Text: <i>The Firework makers daughter.</i></p>	<ul style="list-style-type: none"> <li>L.O.7 To draft and write by in narratives, creating <b>settings, characters and plot.</b></li> <li>L.O.4 To plan their writing by discussing and recording ideas.</li> </ul>	<p><b><u>TFW: Innovation Phase</u></b></p> <p>Shared writing - Setting description. Look at the setting description of the model text and create their own as a class.</p> <p><b><u>TFW: Independent Phase</u></b></p> <p>Begin to plan their writing by boxing up the key events in their story.</p> <p>Continue to plan their writing by finishing their boxing up plan.</p>	<ul style="list-style-type: none"> <li>L.O.2 To recognise the grammatical difference between plural and possessive -s - <b>Plenary activity</b></li> </ul>	<p>Year 3</p> <p>L.O.24 To revise words with apostrophes for possession, including singular forms. (John's, Mr. Black's and include singular proper nouns ending in s e.g. Chris's)</p> <p>Year 4</p> <p>L.O. 24 To revise words with apostrophes for possession, including singular and plural forms (Sarah's, Chris's, squirrels' tails, boys' toilet)</p>
<p>Week 3</p> <p><b>Narrative:</b> (<i>Myths/Legends</i>) Theseus and the Minotaur</p>		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 14 To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>L.O.6 To draft and write by organising paragraphs around a theme.</li> </ul>	<p><b><u>TFW: Independent Phase</u></b></p> <p>Begin to write their own story - introduction and build up paragraphs.</p> <p>Continue to write own story dilemma and resolution</p>	<p><b>CONSOLIDATE:</b> 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>Year 3</p> <p>L.O.25 To spell words with apostrophes for possession with plural words. (girls', boys', babies')</p> <p>Year 4</p> <p>L.O.25 To spell words with apostrophes for irregular plural words. (children's, firemen's, men's)</p>
<p>Week 4</p> <p><b>Narrative:</b> (<i>Myths/Legends</i>) Theseus and the Minotaur</p>		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<p><u>Evaluating their own writing</u></p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b><u>TFW: Independent Phase</u></b></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><b>CONSOLIDATE:</b> 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</li> </ul>	<p>Year 3</p> <p>L.O.26 To be able to spell words from the Statutory Word List (q-z).</p> <p>Year 4</p> <p>L.O.26 To be able to spell words from the Statutory Word</p>

			<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none"> <li>● L.O.11 To proofread for spelling and punctuation errors.</li> </ul>		<p>reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”).</p>	<p>List (q-z).</p>
<p>Week 5</p> <p><b>Non-Fiction</b> (<i>Non Chronological Report</i>) Greece</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> <p><b>TFW Lesson</b></p> <p>L.O. 4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks.</i></p>	<p><b>Ongoing throughout this term:</b></p> <p>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>● L.O. 18 To retrieve and record information from non-fiction. - <b>main focus of the lesson</b></li> <li>● L.O.6 To use dictionaries to check the meaning of words that they have read. - <b>Plenary activity</b></li> </ul> <p><u>Covered in TFW Lesson 2 (features of a non chronological report):</u></p> <ul style="list-style-type: none"> <li>● L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>	<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> <li>● L.O.4 To plan their writing by discussing and recording ideas.</li> <li>● L.O.6 To draft and write by organising paragraphs around a theme.</li> </ul>	<p><b><u>TFW: Imitation Phase</u></b></p> <p><b>Hook</b> - Mo Farah victory at London 2012 Olympics In their groups the children will interview Mo Farah and ask him questions about the race.</p> <p><b>Their final piece - Preview the Paris 2024 Olympics.</b></p> <p>Learn about the features of a non chronological report. Activity - Identify features of the model text.</p> <p><b>Model text - Previewing London 2012 Olympics</b></p> <p><b><u>TFW: Innovation Phase</u></b></p> <p>Plan their own non chronological report.Boxing up - Link to page 24 of the Talk for Writing book. Double page spread in their writing books.</p> <p><b><u>TFW: Independent Phase</u></b></p> <p>Begin to write their own non chronological report. <b>Their final piece - Preview the Paris 2024 Olympic.</b></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>Year 3</p> <p>L.O.27 To be able to spell words using the prefix ‘in’ and ‘il’ (e.g. incredible, incorrect, inactive, informal, independent, incapable, illegal, illegible).</p> <p>Year 4</p> <p><a href="#">L.O.27 To be able to revise words spelt with the prefix ‘in’ and ‘il’ (e.g. inadequate, indefinitely, illogical, illuminating).</a></p> <p>L.O.28 To be able to spell words using the prefix ‘im’ and ‘ir’ (e.g. impossible, impatient, immortal, irresponsible, irreplaceable, irregular).</p>

<p>Week 6</p> <p><b>Non-Fiction</b> (<i>Non Chronological Report</i>) Greece</p>		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 13 To ask questions to improve their understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>L.O.8 To draft and write by in non-narrative material, using simple organisational devices.</li> </ul> <p><b>Evaluating their own writing</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 errors.</li> </ul>	<p>Continue to write their own non chronological report, ensuring they use paragraphs, simple organisational devices e.g. headings and subheadings.</p> <p>Evaluate and edit their own writing in purple pen - focus on correcting grammar, vocabulary, pronouns, spellings and punctuation.</p> <p>Copy up work into extended writing book - include the purple pen improvements when copying up.</p>	<p><b>Covered in Writing Process Lesson:</b></p> <p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use headings and subheadings.</li> <li>L.O.5 To use paragraphs to organise ideas around a theme.</li> </ul> <p><b>Covered in VGPS Lesson:</b></p> <ul style="list-style-type: none"> <li>L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news).</li> <li>L.O.10 To use commas after fronted adverbials.</li> </ul>	<p>Year 3</p> <p>L.O.28 To be able to spell words with the shun sound spelt –tion and –sion (e.g. <i>invention, injection, action, eruption, tension, extension</i>).</p> <p>Year 4</p> <p>L.O.29 To be able to revise shun sound spelt –tion and –sion (e.g. <i>fiction, election, expansion, comprehension</i>).</p> <p>L.O.30 To be able to spell words with the shun sound spelt –ssion and –cian (e.g. <i>discussion, confession, possession, permission, expression, musician, politician, mathematician</i>).</p>
Half Term						
<p>Week 7</p> <p><b>Narrative:</b> (<i>Plays</i>) Play script for a fable - Aesop's fables</p>	<p><b>TFW Lesson</b></p> <ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, poetry, <i>plays</i>, non-fiction and reference books or textbooks.</li> <li>L.O. 9 To prepare <i>poems</i> and play scripts to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>L.O. 8 To identify themes and conventions in a wider range of books.</li> </ul>	<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> <li>L.O.4 To plan their writing by discussing and recording ideas.</li> </ul>	<p><b>TFW: Imitation Phase</b></p> <p><b>Hook:</b> Video clip from a London West End show 'Matilda' Introduce that Aesop was an Ancient Greek fabulist/ story teller credited with a number of fables now collectively known as Aesop's Fables. Act out the model text fable in small groups to internalise the model text.</p> <p><b>Model text - Peter and the Wolf</b></p> <p><a href="https://www.kidsinco.com/aesop-fables/">https://www.kidsinco.com/aesop-fables/</a></p> <p>Analyse the features of a fable and then analyse the features of a play script (do this of the model text they acted out in lesson 1 - Peter and the Wolf).</p> <p><b>TFW: Innovation Phase</b></p> <p>Use story mapping to plan their own playscript <b>focused on?????</b></p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To recognise tense (past, present and future)</li> <li>L.O. 4 To use present perfect form of verbs in contrast to the past tense.</li> </ul>	<p>.Year 3</p> <p>L.O.26 To be able to spell words from the Statutory Word List (q-z).</p> <p>Year 4</p> <p>L.O.26 To be able to spell words from the Statutory Word List (q-z).</p>

<p>Week 8</p> <p><b>Narrative:</b> (Plays) Play script for a fable - Aesop's fables</p>	<p><b>TFW Lesson</b></p> <ul style="list-style-type: none"> <li>L.O. 9 To prepare poems and <i>play scripts</i> to read loud and to perform, showing understanding through intonation, tone, volume and action.</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 imagination and interest. - <b>Starter</b></li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning. - <b>Main focus of the lesson</b></li> </ul>	<ul style="list-style-type: none"> <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><b>Evaluating their own writing</b></p> <ul style="list-style-type: none"> <li>L.O.9 To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> </ul> <p><b>Performing their playscripts</b></p> <ul style="list-style-type: none"> <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><b>TFW: Independent Phase</b></p> <p>Begin to write their own fable play script using their plan. Use shared writing to show how to set out a playscript a section at a time.</p> <p><b>Their fable play script --</b> choose which fable for them to base their play on <a href="https://www.bidsman.com/ages-6-8-fables/">https://www.bidsman.com/ages-6-8-fables/</a></p> <p>Evaluate and edit their own writing in purple pen. Then, peer evaluate their partner's writing suggesting improvements. 2 stars and a wish.</p> <p>Copy up work into extended writing book - include the purple pen improvements when copying up.</p> <p>Perform their playscripts in small groups. Take pictures to stick in books.</p>	<ul style="list-style-type: none"> <li>L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. - <b>(Recap from last term)</b></li> </ul>	<p>Year 3</p> <p>L.O.14 To be able to spell homophones and near homophones (<i>e.g. isle, aisle, I'll, berry, bury, ball, bawl, grown, groan, whose, who's</i>).</p> <p>Year 4</p> <p>L.O.15 To be able to spell homophones and near homophones (<i>e.g. rain, rein, reign, weather, whether, accept, except, affect, effect, medal, meddle</i>).</p>
Test Week					<ul style="list-style-type: none"> <li>L.O.6 To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	
<p>Week 9</p> <p><b>Poetry:</b> (Performance Poetry) Sport/Olympics/Summer</p>	<p><b>TFW Lesson</b></p> <ul style="list-style-type: none"> <li>L.O.4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>L.O. 9 To prepare <i>poems</i> and play scripts to read loud and to perform, showing understanding</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 imagination and interest. - <b>starter</b></li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning. - <b>main focus of the lesson</b></li> </ul>		<p><b>TFW: Imitation Phase</b></p> <p><b>Hook: "Team GB Golden Moments" video clip</b> <a href="https://www.youtube.com/watch?v=gKJDjg4ebNQ">https://www.youtube.com/watch?v=gKJDjg4ebNQ</a></p> <p>Children work in small groups to perform "London 2012" from Julia Donaldson's Poems to Perform book.</p>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions.</li> </ul> <p><b>In TFW Lessons:</b></p> <ul style="list-style-type: none"> <li>To use alliteration and similes.</li> </ul> <ul style="list-style-type: none"> <li>L.O.7 To use noun phrases</li> </ul>	<p>Week 9 Onwards: REVISIT, REVIEW AND CONSOLIDATE</p>

	through intonation, tone, volume and action.	Text: <i>London 2012</i> by Ciaran Powders (Julia Donaldson Performing Poetry)	<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> <li>● L.O.4 To plan their writing by discussing and recording ideas.</li> </ul>	<p><b>Model text “London 2012” poem</b></p> <p>Identify the audience and purpose of writing; read and internalise the model text; poem plan; analyse features and construct toolkit.</p> <p><b><u>TFW: Innovation Phase</u></b></p> <p>Plan their own performance poem focused on <b>????????</b> using a mind map.</p> <p><b>A specific Olympic sport? E.g. football????</b></p>	<p>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>Week 10</p> <p><b>Poetry:</b> (<i>Performance Poetry</i>) <b>Sport/Olympics/Summer</b></p>	<p><b>TFW Lesson</b></p> <ul style="list-style-type: none"> <li>● L.O. 9 To prepare <i>poems</i> and play scripts to read</li> </ul>	<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. - <b>main focus of the lesson</b></li> <li>● L.O. 11 To recognise different forms of poetry. - <b>Plenary activity compare this poem to last lesson’s poem</b></li> </ul>	<ul style="list-style-type: none"> <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> <li>● <b><u>Evaluating their poems</u></b></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.11 To proofread for spelling and punctuation errors.</li> </ul> <p><b><u>Performing their poems</u></b></p> <ul style="list-style-type: none"> <li>● L.O.12 To read their own writing aloud, to a group or</li> </ul>	<p><b><u>TFW: Independent Phase</u></b></p> <p>Begin to write their own performance poem using their plan. Once they have written their poem, the children need to label their poem to include the tone/pitch of voice, facial expressions and actions to do when performing it at the end of the unit.</p> <p>Copy up work into extended writing book - include the purple pen improvements when copying up.</p> <p>Perform their performance poems to small groups and/or the whole class. Take pictures to stick in books.</p>	<ul style="list-style-type: none"> <li>● 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). - <b>noun phrases expanded by prepositional phrases focus</b></li> </ul> <p><b>If time, REVISIT, REVIEW AND CONSOLIDATE</b></p>	REVISIT, REVIEW AND CONSOLIDATE

	loud and to perform, showing understanding through intonation, tone, volume and action.		the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
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