

## English Medium Term Plan

Summer 1

Year 1	
Unit:	Classic Stories- The Tale of Peter Rabbit by Beatrix Potter
Duration:	2-3 weeks
Outcome:	A story based on a text
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Relate texts to own experiences.</li> <li>▪ Discuss the title and how it relates to the events in the whole story</li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text.</li> <li>▪ Orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i>.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Read words containing <i>-s, -es, -ing</i> and <i>-ed</i> endings.</li> <li>▪ Read words with contractions, e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> <li>▪ Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>▪ Take turns when participating in discussion.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Reread every sentence to check it makes sense.</li> <li>▪ Use the capital letter for the personal pronoun 'I'.</li> <li>▪ Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>▪ Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>help – helping, camp – camping, think - thinking etc.</i></li> <li>▪ Identify and use question marks and exclamation marks.</li> <li>▪ Extend range of joining words to link words and clauses, e.g. <i>and, but, because</i></li> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Sequence ideas and events in narrative.</li> <li>▪ Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>▪ Compose and sequence their own sentences to write short narratives.</li> <li>▪ Use formulaic phrases to open and close texts.</li> <li>▪ Discuss their writing with adults and peers.</li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>
Unit:	Information booklet or poster
Duration:	2-3 weeks

Outcome:	Information poster or booklet.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▪ Recall specific information in non-fiction texts.</li> <li>▪ Read aloud books closely matched to their developing phonic knowledge.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i></li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Listen to what others say.</li> <li>▪ Take turns during discussion.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Use punctuation to demarcate simple sentences (capital letters and full stops)</li> <li>▪ Re-read every sentence to check it makes sense.</li> <li>▪ Extend range of joining words to link words and clauses e.g. <i>and, but, or, because</i></li> <li>▪ Identify and use question marks and exclamation marks.</li> <li>▪ Write in different forms with simple text type features e.g. <i>information texts</i></li> <li>▪ Compose and sequence their own sentences to write short non-fiction texts.</li> <li>▪ Discuss their writing with adults and peers.</li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>
Unit:	Traditional Rhymes
Duration:	1 week
Outcome:	A simple rhyme based on a traditional rhyme
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Listen to a range of poems.</li> <li>▪ Introduce and discuss key vocabulary.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Recite rhymes and poems by heart.</li> <li>▪ Use patterns and repetition to support oral retelling.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> <li>▪ Listen to what others say.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Use capital letters for names of people and places</li> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Separate words with finger spaces.</li> <li>▪ Use their phonic knowledge when spelling any unfamiliar words.</li> <li>▪ Write poems with simple structures.</li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>

Year 2	
Unit:	Animal Adventure Stories: Wind in the Willows
Duration:	3 weeks
Outcome:	Own animal adventures story/an additional chapter to 'Wind in the Willows'
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>Read longer and less familiar texts independently.</li> <li>Check that texts make sense while reading and self-correct.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories.</li> <li>Sequence and discuss the main events in stories.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>.</li> <li>Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>Explain and discuss their understanding, giving opinions and supporting with reasons, e.g. <i>Hansel was clever when he put stones in his pocket because ...</i></li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day</i>.</li> <li>Select, generate and effectively use adverbs.</li> <li>Use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> <li>Use past tense for narratives, recounts and historical reports.</li> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Orally rehearse each sentence prior to writing.</li> <li>Develop a positive attitude to writing.</li> <li>Develop stamina for writing in order to write at length.</li> <li>Use specific text type features to write for a range of audiences and purposes, e.g. entertain.</li> <li>Write about fictional events.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation. Use subordination for time, e.g. <i>when, while, as, before, after</i>.</li> </ul>
Unit:	Recount: Letters
Duration:	2 weeks
Outcome:	Recount, written in role as a character from a story, in the form of a letter
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently.</li> <li>Sequence and discuss the main events in stories and recounts.</li> <li>Read longer and less familiar texts independently.</li> <li>Check that texts make sense while reading and self-correct.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Read a range of non-fiction texts which are structured in different ways, including recounts.</li> <li>▪ Identify how specific information is organised within a non-fiction text.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>.</li> <li>▪ Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons, e.g. <i>Hansel was clever when he put stones in his pocket because</i></li> <li>▪ Consider other points of view.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> <li>▪ Use past tense for narratives, recounts and historical reports.</li> <li>▪ Select, generate and effectively use nouns.</li> <li>▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>▪ Orally rehearse each sentence prior to writing.</li> <li>▪ Develop a positive attitude to writing.</li> <li>▪ Develop stamina for writing in order to write at length.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes.</li> <li>▪ Write about real and fictional events.</li> <li>▪ Evaluate their writing with adults and peers.</li> <li>▪ Read loud their writing with intonation to make the meaning clear.</li> </ul>
Unit:	Classic Poems
Duration:	1-2 weeks
Outcome:	Own verse/poem on a classic poem that they have learnt by heart.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read frequently encountered words quickly without overt sounding and blending.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry.</li> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> <li>▪ Recognise use of repetitive language within a text or poem.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> </ul>

Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Use sentences with different forms: statement; question; command; exclamation.</li> <li>▪ Select, generate and effectively use adjectives.</li> <li>▪ Select, generate and effectively use verbs.</li> <li>▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>.</li> <li>▪ Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>▪ Develop a positive attitude to writing.</li> <li>▪ Write simple poems based on models.</li> <li>▪ Evaluate their writing with adults and peers.</li> <li>▪ Read aloud their writing with intonation to make the meaning clear.</li> </ul>
Year 3	
Unit:	What the Greeks did for us
Duration:	2-3 weeks
Outcome:	<ul style="list-style-type: none"> <li>▪ Story based on a text read.</li> <li>▪ Play script based on a text read or film.</li> </ul>
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Use dictionaries to check meanings of words they have read.</li> <li>▪ Discuss their understanding of the text</li> <li>▪ Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character?</i></li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>▪ Listen to and discuss a range of plays.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Take note of punctuation when reading aloud.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▪ Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guidedgroups</i>.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Select, generate and effectively use adverbs, e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>▪ Read and analyse plays in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of playscripts.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Create and developing characters for narrative.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Generate and select from vocabulary banks, e.g. <i>synonyms for said</i> appropriate to text type.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and other's writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> </ul>

	<ul style="list-style-type: none"> <li>Improve writing in the light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>
Unit:	Non-chronological Reports
Duration:	2-3 weeks
Outcome:	Non-chronological reports
Key Learning Reading:	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings, e.g. <i>-ly, -ous</i>.</li> <li>Listen to and discuss non-fiction.</li> <li>Read books and texts for a range of purposes, e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Discuss their understanding of the text.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Raise questions during the reading process to deepen understanding.</li> <li>Record information from a range of non-fiction texts.</li> <li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Quickly appraise a text to evaluate usefulness.</li> <li>Navigate texts in print and on screen.</li> <li>Develop and agree on rules for effective discussion.</li> <li>Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups</i>.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>since, until, before, after, although, as</i>.</li> <li>Read and analyse non-fiction in order to plan and write own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.</li> <li>Discuss and record ideas for planning, e.g. <i>boxing up a text type</i></li> <li>Generate and select from vocabulary banks, e.g. <i>technical language</i> appropriate to text type.</li> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul>
Year 4	
Unit:	Stories with a Theme: The Mousehole Cat by Antonia Barber
Duration:	3-4 weeks

Outcome:	Narative based on text read
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Listen to, read and discuss a range of fiction in different forms, e.g. <i>folk tales</i>.</li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors, similes</i>.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Demonstrate active reading strategies, e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>▪ Develop, agree on and evaluate rules for effective discussion.</li> <li>▪ Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles</i>.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Explore, identify, collect and use noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</li> <li>▪ Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>.</li> <li>▪ Use commas to mark clauses in complex sentences.</li> <li>▪ Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled</i>.</li> <li>▪ Use commas after fronted adverbials.</li> <li>▪ Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later..., Back at home...</i></li> <li>▪ Use apostrophes for singular and plural possession, e.g. <i>the dog's bone and the dogs' bones</i>.</li> <li>▪ Use different sentence structures.</li> <li>▪ Read and analyse narrative in order to plan their own versions.</li> <li>▪ Discuss and record ideas for planning, e.g. <i>boxing-up text types to create a plan</i>.</li> <li>▪ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>▪ Generate and select from vocabulary banks, e.g. <i>adverbial phrases, technical language, persuasive phrases and alliteration</i>.</li> </ul> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>
Unit:	Poem with a structure
Duration:	1 week
Outcome:	Poem with a structure linked to the theme of water.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Use suffixes to understand meanings, e.g. <i>-ation, -tion, -ssion, -cian, sion</i></li> <li>▪ Listen to, read and discuss a range of poetry in different forms.</li> <li>▪ Learn a range of poems by heart and rehearse for performance.</li> <li>▪ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors, similes</i>.</li> <li>▪ Recognise and analyse different forms of poetry, e.g. <i>haiku, limericks, kennings</i>.</li> <li>▪ Participate in discussion about what is read to them and books (poems) they have read independently, taking turns and listening to what</li> </ul>

	otherssay.
Key Learning Writing:	<ul style="list-style-type: none"> <li>Read and analyse poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry.</li> <li>Generate and select from vocabulary banks, e.g. <i>alliteration</i></li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
Unit:	Information Booklets
Duration:	Up to 2 weeks
Outcome:	Booklet of information e.g. welcome brochure
Key Learning Reading:	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings, e.g. <i>sub-</i>, <i>inter-</i> <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. non-chronological reports, explanations.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>Scan for dates, numbers and names.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></li> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>Explain how paragraphs are used to order or build-up ideas, and how they are linked.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Identify, select and use determiners e.g. quantifiers such as: <i>some, any, no, many, much, every</i>, and <i>demonstratives</i> such as: <i>this/that; these/those.</i></li> <li>Read and analyse non-fiction in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.</li> <li>Discuss and record ideas for planning, e.g. <i>boxing-up text types to create a plan.</i></li> <li>Use paragraphs to organise writing in non-fiction texts.</li> <li>Generate and select from vocabulary banks, e.g. <i>technical language, adverbial phrases, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
Year 5	
Unit:	Myths

Duration:	3-4 weeks
Outcome:	A Myth
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>▪ Reread and read ahead to locate clues to support understanding.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>▪ Analyse the conventions of different types of writing.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Create and punctuate complex sentences using simile starters.</li> <li>▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>▪ Using devices to build cohesion.</li> <li>▪ Identify the audience and purpose.</li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Use similar writing models.</li> <li>▪ Blend action, dialogue and description within and across paragraphs.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>
Unit:	Reports
Duration:	2 weeks
Outcome:	A non-chronological report about an aspect of the Olympics.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>▪ Distinguish between statements of fact or opinion within a text.</li> <li>▪ Reread and read ahead to locate clues to support understanding.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>

Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>▪ Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Use similar writing models.</li> <li>▪ Note and developing ideas.</li> <li>▪ Draw on reading and research.</li> <li>▪ Use organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i>.</li> <li>▪ Proofread for spelling and punctuation errors.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>
Year 6	
Unit:	Short Stories with Flashbacks: Holes by Louis Sachar
Duration:	2-3 weeks
Outcome:	A story told in flashback.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment.</li> <li>▪ Explore texts in groups and deepen comprehension through discussion.</li> <li>▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. <b>Point+Evidence+Explanation</b>.</li> <li>▪ Analyse the conventions of different types of writing, e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>▪ Make comparisons within and across texts, e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▪ Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>.</li> <li>▪ Identify the subject and object of a sentence.</li> <li>▪ Use a range of planning approaches, e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.</li> <li>▪ Deviate narrative from linear or chronological sequence, e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.</li> <li>▪ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▪ Use ellipses to link ideas between paragraphs.</li> <li>▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>▪ Proofread for grammatical, spelling and punctuation errors.</li> </ul>
Unit:	Discussion and debate
Duration:	3-4 weeks
Outcome:	<ul style="list-style-type: none"> <li>▪ A discursive essay.</li> <li>▪ A formal debate.</li> </ul>

<p>Key Learning Reading:</p>	<ul style="list-style-type: none"> <li>▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</li> <li>▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>▪ Distinguish between statements of fact or opinion across a range of texts, e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>▪ Analyse the conventions of different types of writing, e.g. <i>persuasive language</i>.</li> <li>▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> <li>▪ Respond to questions generated by a presentation.</li> <li>▪ Participate in debates on issues related to reading (non-fiction).</li> </ul>
<p>Key Learning Writing:</p>	<ul style="list-style-type: none"> <li>▪ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▪ Investigate and collect a range of synonyms and antonyms, e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</li> <li>▪ Combine text-types to create hybrid texts, e.g. <i>persuasive speech</i>.</li> <li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. rhetorical questions, direct address to the reader.</li> <li>▪ Use active and passive voice to achieve intended effects. Performing</li> <li>▪ Use appropriate and effective intonation and volume.</li> <li>▪ Add gesture and movement to enhance meaning.</li> <li>▪ Encourage and take account of audience engagement.</li> </ul>