

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Spring 1-Classic Text and Explanation/Adventure Based Narrative  Spring 2- Journalistic Writing and Discussion text/Explanation text.	6	Spring	12 weeks

### Spring 1

#### NC Skills Explored in this topic

##### Spoken language:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

##### Reading comprehension:

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications for views

##### Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meanings
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors

##### Writing outcome:

Narratives/ Journalistic Biography and autobiography/ Journalistic/Historical narrative/Playwriting		
Duration	Resource, Genre and purpose	Learning intentions.
4 Weeks	<p><b>Text:</b> The Selfish Giant <b>(Classic Narrative)</b></p> <p><b>Resource:</b> Pathways</p> <p><b>Purpose for Writing:</b> To entertain</p>	<p><b>Overview</b> This is a parable about the transformative power of love and kindness that brings spring even to the coldest heart. A classic tale. <b>(Links with dealing with feelings PSHE)</b></p> <p><b>Writing outcome 1:</b> To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view.</p> <p><b>Writing outcome 2:</b> Plan, draft and write an explanation text - A guide for humans in a giant world.</p> <p><b>Greater depth Writing outcome 1:</b> To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from the tree's perspective.</p> <p><b>Greater depth writing outcome 2:</b> Plan, draft and write an explanation text - A guide for humans in a giant world .</p>
<p><b>RWI Spelling patterns linked to unit.</b></p> <p><b>Spelling - RWI</b></p> <ul style="list-style-type: none"> <li>• Suffixes (4)</li> <li>• Suffixes (5)</li> <li>• Suffixes (6)</li> </ul>	<p><b>NC vocabulary linked to unit.</b></p> <p>ancient, awkward, community, correspond, determined, familiar, forty, harass, hinderance interrupt, nuisance, privilege, rhyme, rhythm, stomach vegetable.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Bore, rattled, ceased, blossoms, bitterly, admired, longed, merely, hastened, slay, ogre, trespasser, casement, wound, awe.</p>
Cycle 1, Week 1	<p><b>Viper reading focus (Build vocabulary and retrieval)</b> Black Beauty classic tales – SATS Practise. <b>(Mark Smith Unit)</b></p> <p><b>Skill: To predict (Session 1)</b></p>	

Cycle 1, Week  
2.

Pupils use the themes to create a short description and prediction of this text. Remember to refer back to the sentences from the start of the session. e.g. I think this text is set in Victorian London because there is smoke billowing from tall chimneys in the distance.

**Skill: To develop skills of using expanded noun phrases (Session 2)**

Explore the front cover and the blurb, what can children infer, what do they think will be the title? Children write expanded noun phrases linked to the images. Children then develop to write a short poem about the image of the garden using expanded noun phrase. To use expanded noun phrases to develop setting.

**Skill: To use active and passive verbs. (Session 3)**

Explore the image of the children in the garden. What do we know about the giant? Recap with the children active and passive voice. Children then write sentences linked to the actions of the children. Task write a monologue from the POV of the giant.

**Skill: To use the subjunctive form (Session 4).**

Pupils make use of the 'if I were...' subjunctive form to write a note to the giant in the Selfish Giant story to persuade him to let the children back into the garden. Use formal tone and subjunctive.

**Viper reading focus (Build Vocabulary and make inferences)**

Famous Five – SATS Practise. (Mark Smith Unit)

**Skill: To use formal speech including the subjunctive form (Session 5)**

Pupils choose a weather type or a season (choose one that would fit with winter e.g. thunder, rain, wind, cold, ice, snow, hail etc) and use personification to write about that weather e.g. Thunder charged in like he was king of the sky. Wearing his dark cloak, he smashed into all the innocent clouds nearby.

**Skill: To plan a letter in first person to the giant**

Plan a letter in 1<sup>st</sup> person as the Giant trying to persuade Spring to come back to the garden. Consider functions of a range of punctuation and begin to write.

**Skill: To write a letter in first person to the giant**

Write and review the letter in 1<sup>st</sup> person as the Giant trying to persuade Spring to come back to the garden. Consider functions of a range of punctuation.

**Skill: To edit and improve**

Pupils should reflect on the skills throughout the week.

**Cycle 2, Week  
3**

Have they:

- Used expanded noun phrases?
- Used punctuation correctly?
- Shown effective use of personification?

**Viper reading focus (Build vocabulary and infer)**

Treasure Island – SATS Practise. **(Mark Smith Unit)**

**Skill: To identify and use effective vocabulary structures (Session 7)**

Pupils write expanded noun phrases and adverbial phrases to describe all that they can see in the garden. Develop into a setting description for use in the story at the end. Use passive voice to describe the garden.

**Skill: To use semi colons to mark boundaries between independent clauses. (Session 8)**

Pupils create a paragraph to contrast the beginning and end giant. Use a semi-colon in the place of but/however to contrast statements.

**Skill: To use verb tenses consistently; and effectively (Session 8)**

Write a diary entry in role as the giant.

**Skill: To distinguish between the language of speech and writing (Session 9).**

Pupils write their own newspaper report about the boy. Write the newspaper report with bias. The writer dislikes the giant and his inhabitation in the town - write with a slant that the reporter believes the giant has something to do with the boy's disappearance.

Consider 5W's)

**Cycle 2, Week  
4**

**Viper reading focus (Build Vocabulary and Inference)**

Tyrese Walker – SATS Practise. **(Mark Smith Unit)**

**Skill: To use passive verbs (Session 10)**

Pupils write a paragraph using personification and passive voice to describe what happened to the tree in the corner of the garden.

**Skill: To plan a narrative (Session 11/12)**

Pupils create their own story plan to write a retelling of the classic narrative either in 3rd or 1st person (from the viewpoint of the giant or one of the children introduced at the beginning) using vocabulary appropriate to formal writing. Begin writing.

**Skill: To write a narrative (Session 13/4)**

Re ad what has been written so far. Pupils to write their own story to write a retelling of the classic narrative either in 3rd or 1st person (from the viewpoint of the giant or one of the children introduced at the beginning) using vocabulary appropriate to formal writing.

**Skill: To edit and improve**

Pupils should reflect on the skills throughout the week.

Have they:

- Mastered using formal language appropriate to classic narrative?
- Used passive voice to give an air of formality to descriptive scenes?
- Used subjunctive mood?
- Have they used semi-colons to mark the boundary between clauses?

**NC skills linked to topic.**

**Spoken language:**

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

**Reading comprehension:**

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications for views

**Writing Composition:**

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meanings
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p style="text-align: center;">Alma <b>(Adventure based narrative)</b></p> <p>Resource - <a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a></p> <p><b>Purpose</b> -To entertain.</p>	<p><b>Overview</b> Alma is a little girl who ventures into town in the snow. She is drawn to a shop window by a familiar looking doll.</p> <p><b>(Links to dealing with feeling PSHE)</b></p> <p><b>Writing outcome:</b> To write a third person dual narrative featuring a first-person account of events.</p> <p><b>Greater Depth Writing Outcome:</b> Write Alma’s response to the doll after her captivity, or a similar warning to the next child who is tempted to enter the shop.</p>	
<p><b>RWI Spellings linked to topic.</b></p> <ul style="list-style-type: none"> <li>• Suffixes (6)</li> <li>• Suffixes (7)</li> </ul>		<p><b>NC vocabulary linked to unit.</b> ancient, awkward, community, correspond, determined, familiar, harass, hinderance interrupt, nuisance, privilege.</p>	<p><b>Ambitious Vocabulary linked to unit.</b> Startled, whimsical, inquisitive, transformed, preoccupied, spritely, bewildered, supernatural, doppelganger, meticulous, sinister, ashen, uninhabited, oxymoron.</p>
<p><b>Cycle 1, Week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieval)</b> Alice in Wonderland – SATS Practise. <b>(Mark Smith Unit)</b></p> <p><b>Skill: To explore different genres of writing</b> Write a short paragraph identifying the themes and tense in the clip.</p> <p><b>Skill: To use descriptive vocabulary to suggest mood and atmosphere.</b> Write a short paragraph describing what Alma saw when she approached the shop.</p> <p><b>Skill: To understand and identify effective use of imagery.</b> Write a paragraph describing what Alma is drawn to at the shop. use the example in resource 3b and pull apart the language, underlining/highlighting/annotating where imagery has been used. They are to write</p>		

**Cycle 2, Week 6.**

sentences using examples of imagery, figurative language & descriptive vocabulary using the five senses to describe the shop.

**Skill: To identify and use language that expresses emotions of a character**

Children are to complete the emotion graph on resource 4b to show how Alma might feel throughout the clip. Support where necessary. Describe micro-expressions.

**Viper reading focus (Build vocabulary and summarise retrieve)**

Alma discussion questions linked to unit. Sats practise.

**Skill: To use language to create tension and suspense.**

Working as a group with adult support, children are to write the narrative using a variety of sentence lengths, describing Alma's discovery of the doll and subsequent entry into the shop.

**Skill: To plan a narrative**

Allow the children time to fill in 8b with information to assist them in the writing of their narrative. Ask children to share examples of DADWAVERS they have used in their plan today which they are proud of. Can the other children identify which of the opener types have been used? If children finish their planning, allow them time to begin their writing.

**Skill: To write a narrative**

Write narrative and encourage children to consider genre and themes, descriptive vocabulary & synonyms, imagery, building tension and suspense, thoughts, feelings and micro-expressions, sentence variation and openers, pathetic fallacy and speech. Refer to previous work and ask children to give examples orally.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Used descriptive vocabulary?
- Used figurative language?
- Vocabulary to build tension and suspense?
- Used sentence variation and openers?

**Spring 2**

**Assessment Week**

**NC skills linked to unit**

**Spoken language:**

- Listen and respond

- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

### **Reading comprehension:**

- Make comparisons within and across texts
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences (characters, feelings, thoughts, motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choices
- Retrieve, record and present information from non-fiction

### **Writing Composition:**

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading
- Enhance meaning through selecting appropriate grammar and vocabulary
- Precis longer passages
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 weeks	<p style="text-align: center;"><b>The Island</b></p> <p><b>Resources</b> – Pathways for writing</p> <p><b>Purpose</b> - To entertain</p>	<p><b>Overview</b> A story of the Galapagos Islands.</p> <p><b>Writing outcome:</b> To write a journalistic report (hybrid) about Charles Darwin's discoveries</p> <p><b>Greater depth writing outcome:</b> To write a journalistic report about Charles Darwin's discoveries which includes extracts</p>



		from another genre e.g. diary, interview, information
<b>RWI spellings linked to topic.</b> <ul style="list-style-type: none"> <li>➤ Silent Letters</li> <li>➤ The spellings /ei/ and /ie/</li> </ul>	<b>NC vocabulary linked to unit.</b> accommodate, apparent, average, environment, excellent, existence, explanation, individual, occur, physical, pronunciation, relevant, system, temperature, thorough, variety.	<b>Ambitious Vocabulary linked to unit.</b> Revolutionary, emerge, transform, exchange, magnificent, stirring, frequent, flourish, several, evolution, endemic, seamount, natural, selection, extinction, descendants, terrain, elevation, colony/colonise.
<b>Cycle 1, Week 5</b>	<b>Viper reading focus (Build vocabulary and retrieve)</b> Charles Darwin Comprehension – SATS Practise. <b>(Mark Smith Unit)</b> <p><b>Skill: To infer and justify with evidence. (Session1/2)</b>  Read the book ‘Jemmy Button’ to the class. What are your initial thoughts? Stop at several places throughout the book. Discuss and infer from the pictures: the visitors, the boat on the ocean, the homes made of rocks, clothes, music, sitting on the roof, return to the island. How did Jemmy feel at these points in the story? In groups, plot Jemmy’s feelings on an emotion graph – justify choices with reasons.</p> <p><b>Skill: To use a range of cohesive devices (Session 3)</b>  Create a set of ‘Cohesive device keys’ together as a class and display on the working wall. These can be referred to throughout the unit. Pupils to write a paragraph independently, based on their group’s findings. Use the cohesion keys and conjunctions/adverbials resource to support them.</p> <p><b>Skill: To use a range of cohesive devices (Session 4)</b>  Pupils write a balanced argument based on their discussions. When drafting and writing the discussion, pupils should be encouraged to use cohesive device keys and the conjunctions/adverbials resource.</p> <p><b>Skill: To use the present perfect tense correctly and colons to mark boundaries (Session 5)</b>  Pupils describe how the island was created in order using present perfect and colons. Continue in the same style as the book creatin clear pictures to support writing.</p>	
<b>Cycle 1, Week 6.</b>	<b>Viper reading focus (Build vocabulary and retrieve)</b>	

Warrior Boy – SAT’s practise. (**Literacy Shed**)

**Skill: To use passive verbs (Session 8)**

Pupils use the notes they have made and the pictures to create an explanation for how finches survived and adapted on the Galápagos islands. Use passive voice as well as other past tense verb forms. Encourage use of colons for further explanations.

**Skill: To plan a newspaper report.**

Plan a newspaper report about the disappearing island. Collect ideas from pairs and through shared writing create a plan for a journalistic report.

**Skill: To write a newspaper report**

Write a newspaper report about the disappearing island, based on an element of Darwin’s journey to the Galápagos Islands.

**Skill: To edit and improve**

Have they:

- Used passive verbs?
- Used consistent and correct tense including the present perfect?
- Used colons to mark boundaries between independent clauses?
- Used a range of devices to build cohesion?
- Used a variety of layout devices?

**NC skills linked to unit**

**Spoken language:**

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

**Reading Comprehension**

- Learning how author’s choice of language contributes to meaning and impacts on the reader.
- Learning to infer information about a character through their actions and words.
- learning to take notes from a range of sources.

**Writing composition**

- to write from another character’s point of view
- 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
- noting and developing initial ideas, drawing on reading and research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

**Grammar**

- to use a range of sentences in my work.
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p style="text-align: center;">Macbeth <b>(Playscripts)</b></p> <p><b>Resources:</b> <a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview</b> Returning home from battle, power-hungry, ambitious Macbeth meets three evil witches who tell him that he will soon be king.</p> <p><b>Writing outcome:</b> To write a balanced argument with clear opposing views and some supporting evidence.</p> <p><b>Greater depth writing outcome:</b> To write a balanced argument with clear opposing views and a range of supporting evidence with emphasis on formal tone.</p>	
<p><b>RWI spellings patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>➤ Silent Letters</li> <li>➤ The spellings /ei/ and /ie/</li> </ul>		<p><b>NC vocabulary linked to unit.</b></p> <p>according, accommodate, aggressive ancient, communicate, conscience, curiosity, disastrous, existence, language, lightning, privilege, frequently,</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Foul, valiant, worthy, hail, thane, shalt, thereafter, thou, mortal, hath, repetition, regard, struts. Frets, signify, yield, crest,</p>

relevant, physical,  
sacrifice, sincere.

**Cycle 1, Week  
9.**

**Viper reading focus (Build vocabulary and retrieve)**  
Shakespeare Comprehension – SATS Practise. **(Mark Smith Unit)**

**Skill: To compare versions of the same characters**  
Using the book and BBC video compare the witches.

**Skill: To use ellipsis and short sentences to create tension.**  
Write a letter as Macbeth to Lady Macbeth.

**Skill: To use reported and direct speech correctly.**  
Use the dialogue from the characters in your chosen version.

**Skill: To use passive verbs**  
The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

**Cycle 2, week  
10.**

**Viper reading focus (Build vocabulary and retrieve)**  
Macbeth comprehension -SAT's practise.

**Skill: To write for a range of purposes**  
Write a letter in the role of the witches.

**Skill: To plan a balanced argument**  
Plan to present both sides of an argument, providing evidence for both, even if you are choosing to argue one way or another. Doing this successfully, shows that the argument is not 'biased', is lends credibility to your argument.

**Skill: To write a balanced argument**  
Remind children it needs: an introduction; • opposing views of for and against; • supporting evidence; • a concluding paragraph that includes the writer's own opinion; to be interestingly written.

**Skill: To edit and improve**  
When the biographies have been written, reflect on the Mastery keys:  
Have they included:

- Opposing views of for and against?
- Evidence to support arguments?
- Used the correct tense?
- Used a formal tone?

	➤ A mixture of conjunctions and adverbials that have been used correctly?	
<b>SATS WEEK</b>		
➤		
	➤	
	➤	