

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Summer 1 – Non-fiction biographies - write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text – Man-Fish Pathways Summer 2 – Recount, journalistic writing	6	Summer	12 weeks

Summer 1

Duration	Resource and Genre	Learning intentions.
2 weeks	SATs preparations	

SATs WEEK

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
- Use organisational and presentational devices to structure texts
- 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

Duration	Resource, Genre and purpose	Learning intentions.
<p>2 Weeks</p>	<p>Manfish</p> <p>Resource: Pathways</p> <p>Purpose for Writing: To Entertain</p>	<p>Overview Adventure story</p> <p>Writing outcome: To write a multi-modal biography of Jacques Cousteau in the style of the ‘Great Adventurers’ text</p> <p>Greater depth writing outcome: To add a section entitled ‘How Jacques Cousteau inspired me’ linked to his role in the conservation debate</p> <p>Additional writing opportunity: Pupils plan and write an imaginary adventure story</p>
<p>RWI Spelling patterns linked to unit.</p> <p>Spelling - RWI</p> <ul style="list-style-type: none"> • Suffixes (4) • Suffixes (5) • Suffixes (6) 	<p>NC Vocabulary Accompany, achieve, amateur, conscience, conscious, curiosity, determined, environment, equipment, foreign,</p>	<p>Ambitious Vocabulary Fascinated, villainous, surrounded, perilous, pioneer, inventor, legacy innovations camouflage, seascape, dorados.</p>

muscle, programme, shoulder, sufficient, vehicle, yacht.

Skill Cycle week 1

Day 1 Vipers – Inference and Justification

Using materials related to Jack Cousteau – combine session 1 from pathways. Ask relevant questions, provide reasons for justification of views.

Skill: To use multi-clausal sentences

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Skill: To use Verb inflections

Through exploring how we can use verbs link to the senses to describe the actions seen in the text and related clips.

Skill: To use relative clauses

With who, which, where, when, whose, that or an omitted relative pronoun, Creating a timeline of Jack Cousteau’s life.

Skill: To use relative clauses

Beginning with who, which, where, when, whose, that or an omitted relative pronoun Use a wider range of devices to build cohesion

Vipers: To build vocabulary and Infer

Comparison of texts using the comprehension on David Doubilet.

Skill: To identify how language, structure and presentation contribute to meaning.

Exploring words from text and poem related to session 7 from pathways. Writing own blurb for a biography in the format of Man fish.

Skill: To plan a biography

To use understanding of language to plan a biography on Jack Cousteau.

Skill: To write a Biography

Write a biography on Jack Cousteau.

Skill: To edit and improve a biography

Skills Cycle – Week 2

Have they applied the mastery skills with a focus on with a focus on use of:

- **Relative clauses?**
- **Multi clausal sentences?**
- **Verb inflections?**

Summer 2

END OF YEAR PRODUCTION

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

Comprehension

- to retrieve information from a clip to describe the setting.
- to identify how writers build tension and suspense.
- to identify the differences between formal and informal language in writing.
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

Writing composition

- Children write sentences/ paragraphs about Quetico National Park.
- to use a variety of descriptive phrases to write a setting description.
- to show the emotion felt by the main character (show not tell)
- to use figurative language to build tension and suspense (personification, similes and metaphors).
- use pathetic fallacy to evoke feelings and atmosphere.
- to use a range of devices to create atmosphere and suspense and tension in a piece of independent writing
- 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 select appropriate vocabulary to enhance the meaning and describe the Atmosphere.

Skill: To identify formal and informal language features

Writing a diary entry to where she knocks on the door.

Skill: To plan a Journal

To select appropriate vocabulary to enhance the meaning and describe the atmosphere Writing a description of the monster and then planning the journal.

Skill: To write a Journal

Writing the journal of Francis.

Skill: To edit and improve a Journal

Have they applied the mastery skills with a focus on with a focus on use of:

- **Relative clauses?**
- **Multi clausal sentences?**
- **Figurative language?**

NC skills linked to topic**Spoken language:**

- Listen and respond
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Select and use appropriate registers for effective communication

Reading comprehension:

- Recommend books to peers
- Learn poetry by heart
- Prepare poems and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Participate in discussion about books

Writing Composition

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Distinguish between the language of speech and writing
- Proof-read for spelling and punctuation errors

- Perform own compositions using appropriate intonation, volume and movement

Duration	Resource, Genre and purpose	Learning intentions.
2 Weeks	<p style="text-align: center;">Skychasers</p> <p>Resource: Pathways Unit</p> <p>Purpose for Writing:</p> <p>To Entertain</p>	<p>Overview Adventure story.</p> <p>Writing outcome: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints</p> <p>Greater depth writing outcome: To write from three different viewpoints.</p> <p>Additional writing opportunity: To write a personal autobiography recounting a significant achievement in detail</p>
<p>RWI Spelling patterns linked to unit.</p> <p>Spelling - RWI</p> <ul style="list-style-type: none"> • Suffixes (4) • Suffixes (5) • Suffixes (6) 	<p>NC Vocabulary Appreciate, attached, available, bruise, curiosity, definite, identity, language, leisure, lightning, marvellous, mischievous, opportunity, profession, recommend, suggest, twelfth.</p>	<p>Ambitious Vocabulary linked to topic. Inventor, obsession, contraption, setback, ingenuity, experiment, elation, triumph, deceit, contraption, espionage, mechanics, pickpocket, prototype, aeronautical, papermill, airborne, rooster, poultry, orphan.</p>
Skills cycle Week 1	<p>Vipers: To build vocabulary and predict. Related to hot air balloon rides.</p> <p>Skills: To identify the audience and purpose for writing. Creating class poem using the advert from Robin Williams on apple ipad and the video of the 2016 Albuquerque International Balloon Race.</p>	

Skills cycle
Week 2

Skill: To build vocabulary and predict

About the text Sky Chasers, writing predictions using a colon.

Skill: To combine action dialogue and description

Writing the end of a chapter from the character's perspective, considering how the two characters might meet.

Skill: To combine action dialogue and description

Writing a diary entry from the boy's perspective. Conveying the emotions of the characters.

VIPERS: To build vocabulary and infer

Using a text in the format of a diary (Anne Franks)

Skill: To identify the audience and purpose for writing.

Writing a letter to Magpie in the role of Madame Delacroix.

Skill: Plan a diary entry.

Planning a diary entry in the role of Pierre.

Skill: To write a diary entry

Writing the diary as Pierre.

Skill: To edit a diary entry

Have they mastered using:

- **Formal vocabulary and structure, including subjunctive forms?**
- **Can they identify audience and purpose for writing?**
- **Have they chosen the appropriate register for their writing?**
- **Have they used semi-colons, colons or dashes to mark the boundary between clauses?**