



St Bernadette's Medium Term Planning

English Autumn 1 UKS2

	Book Focus: Shared Read	Writing Curriculum Objectives including SPAG	Whole Class Reading Curriculum Objectives	Spelling Patterns	
Week 1	Egyptology	<p>Cold Write: Quest narrative Context: Egyptian Pyramid explorer</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 	<p>Discuss and evaluate how authors use language considering the impact on the reader.</p> <p>Find and retrieve information.</p>	HAST Spelling Assessment	
Week 2	Egyptology	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use a thesaurus.</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 	<p>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	Year 5 - words with /oo/ and /yoo/ spelled <eu>	Year 6 - words with elision
Week 3	Egyptology	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<p>Retrieve, record and present information from non-fiction</p> <p>Identifying how language and presentation contribute to meaning</p>	Year 5 - words with /ee/ spelled <ei> and <ie>	Year 6 - words ending with /um/ spelled <m>

		<ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use a thesaurus.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 			
Week 4	Egyptology	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing 	<p>Retrieve, record and present information from non-fiction</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	Year 5 - words with /w/ spelled <u>	Year 6 - words ending with /ee/ spelled <e>

		<ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing. <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 			
Week 5		<p>Cold Write: Explanation Text</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 	<p>Predicting what might happen from details stated and implied</p> <p>Retrieve, record and present information from non-fiction</p>	Year 5 - words with /r/ spelled <rh> and <wr>	Year 6 - words beginning with <se>
Week 6		<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding -whether or not to join specific letters 	<p>Retrieve, record and present information from non-fiction</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	Year 5 - words with /k/+s/ spelled <cc> and <xc>	Year 6 - words beginning with <ad>
Week 7		<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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. 	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	Year 5 - words ending with /n/ spelled <gn>	Year 6 - words beginning with variations of <ad>

		<p>Evaluate and edit by:</p> <ul style="list-style-type: none">- assessing the effectiveness of their own and others' writing- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning- ensuring the consistent and correct use of tense throughout a piece of writing <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none">-choosing which shape of a letter to use when given choices and deciding-whether or not to join specific letters			
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