



Castlecroft Primary School English Medium Term Plan

Year 6 Autumn 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Assess reading and the meaning of the words in Appendix one and Miscue analysis on a text with examples of these in it</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every individual reading session</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Start to ask why do you think that? Where is the evidence in the text? Etc when hearing them read. Model to them when needed</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing <p>Analyse themes and conventions, features etc. of modern fiction, stories & traditional tales, different types of poems and formal and informal writing texts and traditional tales</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion <p>Looking at statements from Newspapers and Malorie Blackman biographies and news reports about her (or other author)</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>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Novel as a theme-e.g. Cloudbusting by Malorie Blackman Use it to revise different genre and poetic techniques and types of poems.</p> <p>Literacy shed film stories e.g. Octo pi Use to revise structure of story, setting, characters etc</p> <p>Formal and informal clothing pictures to sort and link to language being formal, everyday formal or informal and then link this to formal, every day formal and informal writing. Look at different examples of formal e.g. solicitors letters, letters of complaint and informal e.g. diaries etc</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they have read <p>Check how much they have read over the holidays. Merit awards for regular reading and extra reading challenge prizes. Reading review with those that haven't read/haven't read much</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks. <p>Comprehension of stories and story extracts</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes recommending books that they have read to their peers, giving reasons for their choices <p>In writing in comprehension books based on shared texts and when comparing two texts say which is your favourite and why</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Grammar focus</p> <p>First grammar topic is to revise key vocab from other years and ensure that the children have retained e.g. verb, noun (all types), adverbs, adjectives, preposition, adverbial, conjunction (co-ordinating and subordinating).</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun <p>Through the formal writing topic-Practise each grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes e.g. Look at examples of subjunctive form and do grammar exercises on this. Write their own examples of subjunctive form. Look at examples of both formal and informal and sort sentences into the correct category. Write examples of their own. Look at informal-everyday formal-very formal</p>	<p>Quick write/Mini write tasks</p> <p>Quick writes weekly Monday-write a paragraph/story using as many of the spellings as possible. Thursday free quick write based on a stimulus where the children can write anything.</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>Write quotes from the queen or the prime minister mini write the comments on a blog or twitter from different characters some formal and some very informal</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely <p>Pobble 365 pictures –write story extracts using expanded nounphrases</p>



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<ul style="list-style-type: none"> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add this extra justifications</p>	<ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> • <i>using passive verbs to affect the presentation of information in a sentence</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> <p>Find examples in texts, identify in grammar exercises. Write their own and then practise some to go in their Octo pi stories.</p>	
	<p>Punctuation focus</p> <p>Focus on basic punctuation: full stops, capitals, exclamations and questions marks and ensure these are accurate first. And begin to look at the targets below through the novel as a theme topic.</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> • <i>using brackets, dashes or commas to indicate parenthesis</i> • <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> <p>Look at commas in story texts and how they are used in the three different sentence types. Use them in their own stories. Just focus on these targets for extension group and purple writing group</p> <p>Look at commas for relative clauses and the commas, parenthesis and semi colon targets above in formal and informal writing topic.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> <p>Fiction fortnight-Revise genre and text types, book reviews, newspapers etc.</p> <ul style="list-style-type: none"> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> <p>Re-tell a narrative from a film: Octo-pi Literacy shed using expanded noun phrases</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Formal and informal writing: Write newspapers based on Pig-heart boy with quotes in informal compared to quotes by the doctor very formal and the newspaper everyday formal</p> <p>Through editing and re-drafting lessons for all topics:</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> • <i>proofread for spelling and punctuation errors</i> • <i>ensuring correct subject and verb agreement when using singular and plural,</i>



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Shared reading	Cross curricular links and other writing opportunities	Handwriting
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, increasing their 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>Read short stories-Meatpie on the Masham road and The Long walk and Class reader Cloudbusting and another Malorie Blackman novels (pig-heart boy). Read extracts from other modern authors-Lois Sacher, Terry Pratchett, etc.</p> <ul style="list-style-type: none"> making comparisons within and across books <p>Compare books by the same author, compare texts on the same theme (The Long walk and The giant's necklace and the treatment of death in the stories by different authors)</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	<p>Non-chronological report about the Ancient Greeks</p> <p>DT Instructions for making bread</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> Handwriting taught 3x week children assessed and grouped into 3 abilities <i>Choosing the writing implement that is best suited for a task</i> In art, History and Science work for display</p>
Speaking and listening	Phonics/Decoding	Spelling/Encoding
<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices <p>Model and practise orally</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge <p>At the end of every reading activity (Guided/Shared/Class and comprehension).</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary <p>In all lessons</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity <p>Look at lists of hyphenated words and how to use them in phrases. Learn some for spelling test one week then have a poster in class encouraging children to use them in their writing.</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] <p>Cover the spelling areas above In Monday's spelling lessons Link prefixes and suffixes to the Greek lesson on language(History link)</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus



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<p>conversations, staying on topic and initiating and responding to comments Through Reading lessons</p>		<p>Two dictionary lessons and one thesaurus work lesson on how to use the dictionary to find words and the dictionary quartiles Dictionaries used in drafting and editing lessons Test the children on the 3/4 and 5/6 spelling lists and highlight the words on a sheet and stick this into their spelling books to be highlighted after each test.</p>
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Year 6 Autumn 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>recommending books that they have read to their peers, giving reasons for their choices</i> <p>Independent reading target-why would you/wouldn't you recommend this book</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Start to ask why do you think that? Where is the evidence in the text? Etc when hearing them read. Model to them when needed</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse themes and conventions, features etc of playscripts and poems and different poetic techniques</p> <p>Analysis of playscripts features using https://www.literacywagoll.com/scripts.html And Pobble -https://app.pobble.com/search/playscripts</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Poetry-Huge poetry display. Read a range of poems and bring in their favourite ones from home-link to poetry reading competition and class assembly. Read conservation poems from the big book.</p> <p>Myths and legends-Watch at least part of Percy Jackson and read different Greek myths.</p> <p>Playscripts from TV extracts of shakespeare for kids and other suitable Shakespeare.</p> <p>Theatre reviews-Read a real theatre review and then write one of their own based on their school production</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks.</i> <p>Comprehension text based on one of the play-scripts which will later be used in writing lessons</p> <p>Comprehension based on Ancient Greek articles</p> <ul style="list-style-type: none"> • <i>recommending books that they have read to their peers, giving reasons for their choices</i> <p>Comprehension of poems including which poem do you prefer and why including City jungle poem.</p> <ul style="list-style-type: none"> • <i>making comparisons within and across books</i> <p>Compare poems on the same theme using the Rain poems in the SATS paper</p> <p>In writing in comprehension books based on shared texts and when comparing two texts say which is your favourite and why</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their</i> 	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes e.g. look at the singular and plural subject verb agreement and then do exercises on this and then write own sentences. For each target below:</p> <ul style="list-style-type: none"> • <i>using passive verbs to affect the presentation of information in a sentence</i> • <i>using the perfect form of verbs to mark relationships of time and cause (Look at progressive tense too.)</i> • <i>using modal verbs or adverbs to indicate degrees of possibility</i> • <i>ensuring correct subject and verb agreement when using singular and plural,</i> • <i>using expanded noun phrases to convey complicated information concisely</i> 	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <p>Quick writes weekly Monday-write a paragraph/story using as many of the spellings as possible. Thursday free quick write based on a stimulus where the children can write anything.</p> <p>Mini writes practising targets to go into their writing.</p> <ul style="list-style-type: none"> • <i>précising longer passages</i>



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<p><i>understanding and exploring the meaning of words in context</i></p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>retrieve, record and present information from non-fiction</i> <p>Link to Ancient Greek topic</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add this extra justifications SATS assessment-Go through answers looking at where they missed marks and modelling good answers with clear justifications</p>	<ul style="list-style-type: none"> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Just for purple and extension writing group(s) for the myth to make it sound more formal.</p> <p>Look at cohesive techniques for myth writing-introduce/revise adverbials</p> <p>Revise statements, questions, commands</p>	
	<p>Punctuation focus</p> <ul style="list-style-type: none"> • <i>using brackets, dashes or commas to indicate parenthesis</i> • <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> <p>Target in LO's</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> <p>Find examples in modelled texts. Grammar exercises and then write own examples and target plan for extended writing pieces.</p> <ul style="list-style-type: none"> • <i>using a colon to introduce a list</i> • <i>punctuating bullet points consistently</i> <p>Look at punctuation of bullet points for Playscripts and lists and detailed lists for comma and semi colon. Colons to introduce lists. Look at use of comma and brackets in playscripts.</p> <p>Revise exclamation marks and question marks Revise Inverted commas</p>	<p>Extended writing</p> <p>Write poems about conservation</p> <ul style="list-style-type: none"> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> <p>In Myth writing topic. Re-tell one of the Greek myths that we have looked at in your own words. Make up your own mythical creature and myth.(Homework)</p> <ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> <p>In playscripts. Turn part of a Shakespeare story into a modern English script.</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> • <i>proofread for spelling and punctuation errors</i> <p>In editing and re-drafting lessons weekly.</p> <ul style="list-style-type: none"> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Theatre review of the school production-use formal language e.g. Never before have I seen/ Without a doubt etc.Purple group try to use the subjunctive</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> • <i>continuing to read and discuss an increasingly wide range plays</i> <p>Guided and shared reads using real playscripts from http://www.bbc.co.uk/writersroom/scripts</p> <ul style="list-style-type: none"> • <i>increasing their 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</i> 	<p>Re-tell one of the Ancient Greek myths in their own words. Choose to either simply re-tell or to make it more modern and less formal or make it very formal.</p> <p>DT Instructions for making slippers or advert advertising slippers</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> Handwriting taught 3x week children assessed and grouped into 3 abilities <i>Choosing the writing implement that is best suited for a task</i></p>



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<p>Read non-fiction text books to research Ancient Greece. Listen to and share Greek myths and legends. Read the traditional stories from the 15 stories Yr 6 list. Read a Shakespeare playscript and parts of the original script Read a range of poems</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views 	<p>Debate about who should lead us into battle-Athens or Sparta written as a speech in preparation for the Timezone day.</p>	<p>In art, History and Science work for display</p> <p>At Christmas assess groups again and see if anyone is ready to develop their own style</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>For their own Playscripts and poems</p> <p>Reading and performing the KS2 production</p>	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc. lessons and weekly Monday spelling rules lesson. A set of Year 5/6 words will be set each week for homework too.</p>	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused <p>Cover the spelling areas above In Monday's spelling lessons Link prefixes and suffixes to the Greek lesson on language(History link)</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p>



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Year 6 Spring 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet reading books that are structured in different ways and reading for a range of purposes checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every individual reading session</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing <p>Analyse themes and conventions, features etc of myths, and recounts</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>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Recount: Francis-The Literacy shed and Pig-heart boy</p> <p>Persuasive advert: Watch adverts and listen to advert and read advert posters. The M&S Christmas advert.</p> <p>Letters of complaint.</p> <p>Fantasy creature images and designs of their own fantasy characters and lands. Tallyk story.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks. making comparisons within and across books <p>Compare the way that heroes are introduced in different myths</p> <p>In writing in comprehension books based on shared texts and when comparing two texts say which is your favourite and why</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and 	<p>Grammar focus</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>Practise writing subjunctive sentences that can be used in the letters of complaint</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence <p>Identify the passive voice in sentences or passages. Identify the</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely <p>Pobble 365 pictures –write story extracts using expanded noun phrases</p>



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<p><i>implied</i></p> <ul style="list-style-type: none"> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>distinguish between statements of fact and opinion</i> <p>Looking at statements from Newspapers</p>	<p>passive in the M.Smith Francis boxes.</p> <p>Look at modelled texts and try to find perfect and progressive tenses then use these in their own writing.</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Find examples in texts; identify in grammar exercises; write their own and then plan as a target focus for their stories.</p> <ul style="list-style-type: none"> • <i>agreement when using singular and plural,</i> <p>Revision</p> <p>Revise synonyms and antonyms, prepositions</p>	
<ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add this extra justifications</p>	<p>Punctuation focus</p> <ul style="list-style-type: none"> • <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> • <i>using brackets, dashes or commas to indicate parenthesis</i> <p>Find and examine examples of these in modelled Tallyk story and then grammar exercises then write own and then plan own for the story.</p> <ul style="list-style-type: none"> • <i>using brackets, dashes or commas to indicate parenthesis</i> <p>In letters of complaint</p> <p>Revise apostrophes for contraction/omission and possession.</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> <p>In Recounts.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Write a Fantasy Quest story using expanded noun phrases</p> <ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> <p>In Geography Non chron report</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>proofread for spelling and punctuation errors</i> <p>In proof-reading and editing sessions weekly</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Persuasive writing-adverts for Jaffa cakes</p> <p>Letters of complaint using the subjunctive form and the</p>



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		<p>passive voice too</p> <p>Write recount diary entries for Francis and then for another stimulus-include passive, perfect and progressive tenses.</p>
<p>Shared reading</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range non-fiction and reference books or textbooks. (Guided, shared and a miscue analysis) increasing their 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>Compare the Ancient Greek myths to British myths, legends & traditional stories and myths & legends from other countries.</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Cross curricular links and other writing opportunities</p> <p>Non chronological report about Extreme Earth e.g. Volcanoes, earthquakes, Tsunami's etc.</p>	<p>Handwriting</p> <p>Pupils should be taught to: 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>Weekly handwriting and twice a week for those who need it</p> <ul style="list-style-type: none"> Choosing the writing implement that is best suited for a task <p>In Geography Non Chron</p>
<p>Speaking and listening</p> <p>Read parts of fantasy stories out Read/perform persuasive adverts</p>	<p>Phonics/Decoding</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section each week of the Year 5/6 spelling list</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p>



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Year 6 Spring 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every individual reading session</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing <p>Analyse themes and conventions, features etc. of Debate and argument reports, Persuasive texts and fantasy stories</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>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Pig Heart boy-should animals be used for transplant-or is it right to experiment on animals if it will help humans medically? Or graffiti is it vandalism or art? Give them quotes and statements to sort into for and against. Get them to interview staff and adults at home.</p> <p>Persuasion –leaflets. Look at the leaflets in the basket and magpie persuasive words and phrases. Design their own theme park/museum.</p> <p>Instructions-caring for a pet dragon</p>
<p>Comprehension</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books <p>Compare fantasy stories</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 	<p>Grammar focus</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause <p>Revise perfect and progressive tense and do grammar exercises on both</p> <p>Write their own examples and then practise sentences to use in the debate reports</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using modal verbs or adverbs to indicate degrees of possibility <p>Search for them in the persuasive leaflets.</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> precising longer passages <p>For a variety of texts</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun <p>Practise using quotes and relative clauses in debates.</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using modal verbs or adverbs to indicate degrees of possibility <p>Practise using modal verbs and passive target focus for in the leaflets.</p>



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<ul style="list-style-type: none"> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Corrections will concentrate on asking children to add these extra justifications</p> <p>SATS assessment-Go through answers looking at where they missed marks and modelling good answers with clear justifications</p>	<p>Revise: A or an ; Me or I</p> <p>Revise adverbs and adverbials</p>	
	<p>Punctuation focus</p> <ul style="list-style-type: none"> • <i>using a colon to introduce a list</i> • <i>punctuating bullet points consistently</i> <p>In Persuasive leaflets and instructions</p> <ul style="list-style-type: none"> • <i>using brackets, dashes or commas to indicate parenthesis</i> <p>In Debates</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> <p>Grammar exercises</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> <p>In all writing-edit and add</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>using a wide range of devices to build cohesion within and across paragraphs</i> • <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> • <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> • <i>ensuring correct subject and verb</i> • <i>agreement when using singular and plural,</i> <p>Leaflets and instructions</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing</i> • <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>proofread for spelling and punctuation errors</i> <p>In proof reading and editing lessons</p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Write Debate reports using formal, passive, subjunctive, modal and perfect tense...Graffiti or Greek debate linked to History or Pig –heart boy</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> • <i>increasing their 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</i> <p>Traditinal classic extracts e.g. Treasure island, Black Beauty, Swallows and Amazons and modern classics Matilda, The Borrowers, Charlotes web etc.</p> <p>Read extracts of fantasy stories-Terry Pratchett, Lord of the rings, The hobbit etc.</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every Guided/shared reading session</p>	<p>Non chron report or persuasive leaflet linked to South or North America or Crime and punishment.</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>1)choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Weekly only now for those who need it.</p> <p>2)choosing the writing implement that is best suited for a task</p> <p>Display work</p>



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<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 		
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>For their own work-reading it our in class</p>	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>Learn a section each week of the Year 5/6 spelling list</p>



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Year 6 Summer 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> • Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words. • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>recommending books that they have read to their peers, giving reasons for their choices</i> <p>Independent reading target Would you/wouldn't you recommend this story and why?</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse features of Biographical writing</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <ul style="list-style-type: none"> • <i>Biography- https://www.biographyonline.net/</i> <p><i>A selection of famous people's biographies (print them off first as the site won't load in school.)</i></p> <ul style="list-style-type: none"> • <i>Narrative-Into the woods pictures of woodlands in sunshine and in darkness. Discuss how this affects the setting.</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> 	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p><i>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</i></p> <ul style="list-style-type: none"> • <i>distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <p>Identify the subjunctive voice in passages and write subjunctive sentences of their own</p> <ul style="list-style-type: none"> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Find examples in texts, identify in grammar exercises. Write their</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p> <ul style="list-style-type: none"> • <i>precising longer passages</i> • <i>using expanded noun phrases to convey complicated information concisely</i> <p>Pobble 365 pictures –write story extracts using expanded noun phrases</p> <p>Describe the wood setting in different ways.</p>



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<p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p> <ul style="list-style-type: none"> provide reasoned justifications for their views <p>Corrections will concentrate on asking children to add this extra justifications</p> <p>SATS assessment-Go through answers looking at where they missed marks and modelling good answers with clear justifications</p>	<p>own and then practise some to go in their stories.</p> <p>Revise all grammar vocab</p>	
	<p>Punctuation focus</p> <p>All punctuation targets.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, <p>In evidence gathering e.g. newspapers</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 proofread for spelling and punctuation errors <p>In proof reading and editing lessons</p> <ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using the perfect form of verbs to mark relationships of time and cause using modal verbs or adverbs to indicate degrees of possibility <p>Newspaper articles in everyday formal with formal and informal quotes based on Titanium The literacy shed Music videos section Narrative extracts or Blind audio scripts using formal passive voice and perfect tense, modal verbs</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<p>Guided read on biographical extracts-Pelican readers</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Creative writing about the war</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>1)choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Handwriting in writing books to be as neat as handwriting books</p> <p>2)choosing the writing implement that is best suited for a task</p>



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<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 		
<p>Speaking and listening</p> <ul style="list-style-type: none"> Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Oral descriptions of the woods images Reading work aloud with intonation</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Discussion of class reader and topics in other subjects.</p>	<p>Phonics/Decoding</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 <p>now most of the spellings on the year 5/6 list and learn those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p>



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Year 6 Summer 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i> <p>Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p> <ul style="list-style-type: none"> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> <p>Individual target assessment on words in context</p> <ul style="list-style-type: none"> • <i>asking questions to improve their understanding</i> <p>In every individual reading session</p> <ul style="list-style-type: none"> • <i>provide reasoned justifications for their views</i> <p>Always expect this now</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <p>Analyse features of memoir writing</p> <ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <p>When analysing texts discuss audience purpose and features and magpie words and phrases to use in their own quick writing</p>	<p>Stimulus</p> <p>Titanium, Alma – The Literacy shed Michael Morpourogo short stories (The giant’s necklace and the one about the war) Private Peaceful And other stimuli</p>
<p>Comprehension</p> <p>Comprehension based on memoir writing</p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main</i> 	<p>Grammar focus</p> <ul style="list-style-type: none"> • <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <p>Practise the grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes</p> <ul style="list-style-type: none"> • <i>using passive verbs to affect the presentation of information in a sentence</i> <p>Use the passive voice and the subjunctive form to write speeches about where they will be in the future</p>	<p>Quick write tasks</p> <ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> <p>In the weekly prep for writing session</p>



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<p><i>ideas</i></p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Comprehension booklet for the children to work through based on the class reader.</p>	<p>Punctuation focus</p> <p>All punctuation targets assessed in their final moderation pieces. Model and go over any that they are still struggling with in differentiated groups.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using expanded noun phrases to convey complicated information concisely <p>Write a story using these targets based on Alma or other stimuli</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining <p>In all pieces</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 proofread for spelling and punctuation errors <p>In all lessons</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> asking questions to improve their understanding <p>In every Guided/shared reading session</p> <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Redraft their best piece of Foundation writing as a piece of moderation evidence.</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Handwriting in books to be as neat as handwriting books Choosing the writing implement that is best suited for a task Science, Geography, History work for display</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



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	<p>that they meet Through RWInc spellings three times a week and through Monday spelling lessons and weekly spellings tests with set Year 5/6 words.</p>	<ul style="list-style-type: none">• <i>use a thesaurus</i> <p>Dictionaries used in drafting and editing lessons</p> <ul style="list-style-type: none">• <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</i> <p>now most of the spellings on the year 5/6 list and learn those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p>
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