

English: Texts medium term plan KS2 (Y4/5/6)
Spring 2018

Teaching focus	Learning intentions	National Curriculum	Grammar focus
<p>Narrative: The Alchemists Letter</p>	<p>Reading Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint. Discuss how authors use language, including figurative language.</p> <p>Spoken language Use vocabulary for effect, with a reasonably wide range, using dictionaries, thesauri and word lists to extend breadth.</p> <p>Writing Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p>	<p>En R C 7 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> <p>En W Sp 5, 6; En SL 1, 6; Co 5, 7; DT D 2; DT M 1, 2</p> <p>En R C 3 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>En R C 1a, 1c, 1f, 2f, 6; En W C 1b, 2a, 2b; En SL 3</p> <p>En SL 3 Use relevant strategies to build their vocabulary.</p> <p>En SL 1, 5, 6, 7, 9; En W C 1b; Co 5, 6, 7; PSHE 5f</p> <p>En W C 3c Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>En W C 1a, 1c, 2a, 2b, 2d; En R C 1f; En SL 6, 7</p>	<p>Similes and metaphors</p> <p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”.</p> <p>Tense (past, present and future)</p>
<p>Letter: The Alchemists Letter</p>	<p>Reading Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint. Discuss how authors use language, including figurative language.</p> <p>Spoken language Use vocabulary for effect, with a reasonably wide range, using dictionaries, thesauri and word lists to extend breadth.</p> <p>Writing Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p>	<p>En R C 7 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> <p>En W Sp 5, 6; En SL 1, 6; Co 5, 7; DT D 2; DT M 1, 2</p> <p>En R C 3 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>En R C 1a, 1c, 1f, 2f, 6; En W C 1b, 2a, 2b; En SL 3</p> <p>En SL 3 Use relevant strategies to build their vocabulary.</p> <p>En SL 1, 5, 6, 7, 9; En W C 1b; Co 5, 6, 7; PSHE 5f</p> <p>En W C 3c Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>En W C 1a, 1c, 2a, 2b, 2d; En R C 1f; En SL 6, 7</p>	<p>Hyphens for compound words to avoid ambiguity: man eating shark or man-eating shark</p> <p>Complex sentences and subordinate conjunctions</p>
<p>Non-Chronological Reports: All about Gold</p>	<p>Spoken language Adapt talk for the requirements of a widening range of contexts, including some formal.</p> <p>Writing Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary. Establish features of a selected form clearly, with some adaptation to purpose. Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns). Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p>	<p>En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>En SL 1, 2, 3; En W Sp 5, 7; En R C 1a, 1b, 5, 6, 7; Co 5, 7</p> <p>En W C 1b Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>En W C 2e; Co 5, 6, 7</p> <p>En W C 1a Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>En W C 2a, 2d, 2e, 3c</p> <p>En W C 2d Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>En W C 2a; Co 5, 7</p> <p>En W C 4 Proof-read for spelling and punctuation errors.</p> <p>En SL 9; Co 6, 7</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>

<p>Play: Soliloquy</p>	<p>Spoken language Ask questions that develop their own and others' ideas. Deliberately choose speech, (including intonation, volume and expression), movement and gesture to enhance a performance and appeal to an audience, though this may not be sustained.</p> <p>Reading Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.</p> <p>Writing Establish features of a selected form clearly, with some adaptation to purpose. Use vocabulary for effect, with a reasonably wide range.</p>	<p>En SL 2 Ask relevant questions to extend their understanding and knowledge. En SL 1, 6, 9, 11, 12; En W C 1b En R C 1h Participate in discussions, presentations, performances, role play, improvisations and debates. En SL 8, 10, 11; En W C 1a, 2a, 3a, 3b, 4, 5; Co 6, 7 Prepare 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. En R C 1a, 2c, 3; En SL 6, 9; En W Sp 5, 6; Co 5, 7 En W C 1a Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. En W C 1a, 2a, 2b; En SL 7 En W C 2a Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. En W C 3a, 3b En SL 9</p>	<p>Antonyms to create different effects in sentences Tense (past, present and future)</p>
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