

PICKHURST ACADEMY

ENGLISH MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

English is a core subject in the National Curriculum: it is a prerequisite for educational progress across the entire primary curriculum. At Pickhurst, we use the Power of Reading to peruse our aim is to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing. We have developed our English curriculum with a focus on creating meaningful links with other subjects such as through history, geography and PSHE. Our aim is to expose pupils to a wide range of high-quality texts and developing pupils' vocabulary, grammar and punctuation skills in context. English lessons at Pickhurst act as building blocks leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt, promoting their 'Cultural Capital' as lifelong readers and writers. Our lessons take pupils through a learning journey which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role play; analysis of high-quality texts; developing grammar and punctuation in context; and reading VIPERS challenges. The work in pupils' books illustrates a build-up of skills through word and sentence-level work, paragraph-level application, final writing pieces, editing/up-levelling and publishing. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard. By the time pupils leave Year 6, they will each see themselves as authors with the knowledge and skills of choosing language, structure, and form to achieve a range of writing purposes.

Year 3

Autumn 1

The First Drawing



Reading

Discussing words and phrases that capture the reader's interest and imagination

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

Identifying main ideas drawn from more than one paragraph and summarising these

Spelling

Revision of the alphabetic code

Common words from key stage 1

Statutory wordlist and adding prefixes and suffixes to these where appropriate

Revision of Suffixes. Revision from Y2, ing, ed, er, est and plurals (-s and -es)

Adding suffixes beginning with vowel letters to words of more than one syllable

The /ɪ/ sound spelt y elsewhere than at the end of words

Punctuation/Grammar

Expressing time, place and cause using conjunctions, adverbs or prepositions

Introduction to paragraphs as a way to group related material

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid Repetition

Introduction to inverted commas to punctuate direct speech

Use of inverted commas and other punctuation to indicate direct speech
Use of commas after fronted adverbials

Writing Outcomes

Character description

diary entry

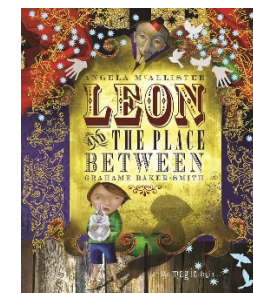
recount

Final outcome:
Historical Narrative

	Week 1 Transition week	Week 2 Assessment week	Week 3 LO: To infer meaning using illustrations. LO: To use modal verbs to explore an imaginary scenario. LO: To understand the features of a diary entry. LO: To identify regular and irregular plurals. LO: To use key features when planning a diary entry.	Week 4 LO: To use the features of a diary entry when writing in role. LO: To identify how exclamatory and interrogative sentences can be used for effect. LO: To explore characters' feelings and reactions through drama techniques. LO: To develop fluent, joined handwriting by practising consistent letter sizing, spacing, and joining techniques. LO: To develop reading comprehension skills by identifying key ideas.	Week 5 LO: To use adjectives and expanded noun phrases to add detail and description to sentences. LO: To know the difference between possession and omission. LO: To empathise with and infer feelings of a character within a story. LO: To infer a character's thoughts and feelings from the text. LO: To use descriptive devices, to create vivid and engaging descriptions of a character	Week 6 LO: To make connections and comparisons with the text. LO: To select and sequence key events in a narrative. LO: To apply my knowledge of descriptive devices in my planning. LO: To use descriptive devices in my narrative. LO: To evaluate the descriptive devices used to engage my reader.	Week 7 LO: To use descriptive devices to engage my reader. LO: To use descriptive devices to engage my reader. LO: To use descriptive devices to engage my reader. LO: To use descriptive devices to engage my reader.
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Autumn 2

Leon and the Place Between



Reading

Identifying themes and conventions

Discussing words and phrases that capture the reader's interest and imagination

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Spelling

Common words from key stage 1

Statutory word list and adding prefixes and suffixes

The /u/ sound spelt ou

Prefixes mis- dis-

Prefixes re- sub- tele-

Prefixes super- auto- pre-

Punctuation/Grammar

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

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Expressing time, place and cause using conjunctions, adverbs or prepositions

Fronted adverbials

Use of commas after fronted adverbials

Using and punctuating direct speech

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Writing Outcomes

Persuasive poster

setting description

diary entry

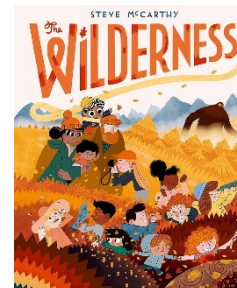
dialogue

Final outcome: Fantasy Narrative

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	LO: To use a range of sentence types to persuade. LO: To discuss vocabulary used to capture readers' interest and imagination. LO: To identify word classes. LO: To select words and phrases for clarity and impact. LO: To identify words and phrases for effect.	LO: To use adverbs and adverbial phrases to describe when, where and How. LO: To write multi-clause sentences with 'if'. LO: To create figurative expanded noun phrases LO: To develop the skill of organising ideas and events in order. LO: To infer how a character might feel.	LO: To make plausible inferences about a character's emotions throughout a text. LO: To identify how exclamatory and interrogative sentences can be used for effect. LO: To use questions and statements to record a conversation LO: To punctuate direct speech correctly. LO: To use direct speech to show information about a character's personality.	LO: To select and sequence key events in a narrative. LO: To plan the main events of a story. LO: To write the opening of a story. LO: To write the main body of a story. LO: To write the resolution of the story.	LO: To understand the importance of editing my work to improve clarity. LO: To understand the importance of editing my work to improve clarity. LO: To publish my narrative. LO: To publish my narrative. LO: To publish my narrative.	Christmas/Winter themed English activities and catching up on foundation subjects due to Christmas rehearsals

Spring 1

The Wilderness



Reading

Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume, action.

Discussing words and phrases that capture the reader's interest and imagination

Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence.

Spelling

Common words from key stage 1

Statutory word list and adding prefixes and suffixes

The suffix -ation

The suffix -ly

Words with endings sounding like /ʒə/ or /tʃə/

The suffix -ous

Punctuation/Grammar

Using the present progressive tense

Using conjunctions and adverbs to express time, place and cause

Using fronted adverbials for time, place and manner

Using commas after fronted adverbials

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)

Using headings and subheadings to aid presentation

Punctuation/Grammar

a 'meet the family' character introduction

letter of advice

descriptive poem

SOS message

identification label

Final outcome: a guide to enjoying the wilderness

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	LO: To express a preference and give reasons. LO: To understand and use present progressive verbs (-ing verbs) LO: To explore present progressive verbs with characters. LO: To explore characters.	LO: To develop the skill of organising ideas and events in order. LO: To explore a character using adverbs. LO: To make inferences about characters. LO: To make inferences about characters. LO: To compare and contrast characters.				

Spring 2

The BFG



Reading

Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally

Identifying themes and conventions

Discussing words and phrases that capture the reader's interest and imagination

Spelling

Common words from key stage 1

Statutory word list and adding prefixes and suffixes

Endings which sound like /ʒen/ -sion

Endings which sound like /ʃən/, spelt -tion, -sion, ssion, -cian

Recap and review of Year 2 words and rules

More prefixes re- sub- tele-

Punctuation/Grammar

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Expressing time, place and cause using conjunctions, adverbs, or prepositions

Fronted adverbials

Use of commas after fronted adverbials

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Writing Outcomes

Recount (diary entry)

character descriptions

wanted posters

new chapter

instructions (recipes)

letters

Final Outcome:
Fantasy Narrative

	Week 1	Week 2	Week 3	Week 4	Week 5

Summer 1

Our Tower



Reading

Reading books that are structured in different ways and reading for a range of purposes

Identifying themes and conventions in a wide range of books

Discussing words and phrases that capture the reader's interest and imagination

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

Spelling

Common words from key stage 1

Statutory word list and adding prefixes and suffixes to these where appropriate

Words with the /k/ sound spelt ch (Greek in origin)

Words with the /j/ sound spelt ch (mostly French in origin)

Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)

Words with the /s/ sound spelt sc (Latin in origin)

Words with the /ei/ sound spelt ei, eigh, or ey

Punctuation/Grammar

Use of the forms a or an according to whether the next word begins with a consonant or a vowel

Word families based on common words, showing how words are related in form and meaning

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore]

Introduction to paragraphs as a way to group related material

Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Introduction to inverted commas to punctuate direct speech

Writing Outcomes

Poems

setting descriptions

diary entries

dialogue

letters of thanks

Final Outcome: Fantasy Narrative

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Summer 2

The Tear Thief



Reading

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Identifying themes and conventions in a wide range of books

Discussing words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Making inferences on the basis of what is being said and done

Predicting what might happen on the basis of what has been read so far

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Spelling

Common words from key stage 1

Statutory word list and adding prefixes and suffixes to these where appropriate

Possessive apostrophe with plural words

Homophones and near homophones

Homophones and near homophones

Statutory word list and adding prefixes and suffixes to these where appropriate.

Punctuation/Grammar

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

Using the present perfect form of verbs in contrast to the past tense

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Using conjunctions, adverbs and prepositions to express time and cause

Using fronted adverbials

Using commas after fronted adverbials

Indicating possession by using the possessive apostrophe with plural nouns

Using and punctuating direct speech

Writing Outcomes

Shared poem

diary entry

persuasive poster

letter of explanation

discussion

Final Outcome:
Newspaper Article

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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