

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

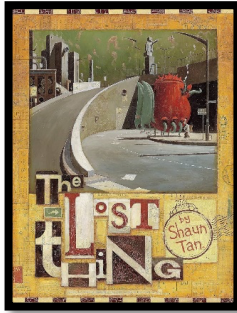
Trustworthy

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-leveilling 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 5

Autumn 1



The Lost Thing

by Shaun Tan

Reading

Asking questions to improve their understanding

Identifying how language, structure and presentation contribute to meaning

Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader

Providing reasoned justifications for their views

Spelling

Common Words – Words children are expected to spell correctly at all times.

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

Revision Suffixes - ing, ed, ly

To use knowledge of root and base words to spell related words

Revision Suffixes ous, ation

Homophones and near homophones

Punctuation/Grammar

Devices to build cohesion within a paragraph

Indicating degrees of possibility using adverbs or modal verbs

The use of subjunctive forms

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative
Pronoun

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials

Use of inverted commas and other punctuation to indicate direct speech

Layout devices

Writing Outcomes

Diary entries

formal letters

adverts

character and setting descriptions

non-chronological reports

Final Outcome: Fantasy Narrative

Week 1

Transition week

Week 2

LO: To make predictions about the theme and

Week 3

LO: Experiment with formal language features.

Week 4

LO: To use a variety of expanded noun

Week 5

LO: Explore the features of a set of instructions.

Week 6

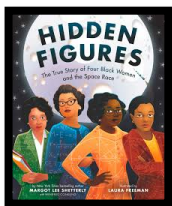
LO: To explore a text's themes and visual storytelling.

Week 7

LO: To introduce a story using the progressive past tense.

		content of a narrative. LO: To identify adjectives within a sentence and discuss alternative choices. LO: To identify and use appropriate synonyms. LO: To use subordinate clauses at the start of a sentence. LO: To write a journal entry.	LO: Explore how modal verbs can show possibility, advice, or uncertainty in writing. LO: To write persuasively using questions, commands, statements and exclamations. LO: To use relative clauses to add additional information. LO: To empathise with and infer feelings of a character within a story.	phrases to describe. LO: To select and sequence key events in a narrative. LO: To use paragraphs to retell a known narrative. LO: To edit and improve paragraphs. LO: To explain how and why the author uses language, images and structure to create meaning.	LO: To use grammatical features to plan effective instructions. LO: To apply the features of a set of instructions. LO: To apply the features of a set of instructions. LO: To explore and understand the meanings of vocabulary in context and explain how word choice affects meaning.	LO: To develop descriptive language and collect ideas to describe a character. LO: To develop a detailed written character description using full sentences. LO: To order events and create a structure for a new fantasy narrative. LO: To revise and confidently use subordinate clauses, relative clauses and expanded noun phrases in descriptive sentences.	LO: To develop a build-up and problem using description and dialogue. LO: To resolve a story and reflect on its message. LO: To prepare my story for publication by improving accuracy, vocabulary, and presentation. LO: To publish my narrative and reflect on my progress as a writer.
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Autumn 2



Hidden Figures

by Margot Lee Shetterly

Reading

Making comparisons within and across books

Identifying and discussing themes and conventions in and across a wide range of writing

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 one paragraph, identifying key details that support the main ideas

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Explain and discuss their understanding of what they have read, including

Spelling

Common Words – Words children are expected to spell correctly at all times.

Statutory word list and Adding prefixes and suffixes to these where Appropriate

Revision Suffixes - ing, ed, ly

To use knowledge of root and base words to spell related words

Revision Suffixes ous, ation

Homophones and near homophones

Punctuation/Grammar

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative Pronoun

Indicating degrees of possibility using adverbs or modal verbs

Linking ideas across paragraphs using adverbials of time, place and number

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of expanded noun phrases to convey complicated information concisely

Devices to build cohesion within a paragraph

How words are related by meaning as synonyms and antonyms

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Writing Outcomes

Non-chronological reports

job adverts

formal persuasive letters

informal letters

diary entries

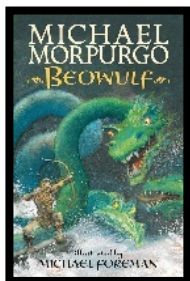
character descriptions

opinion pieces

Non-chronological report about the achievements of the women and the history of NASA

	through formal presentations and debates, maintaining a focus on the topic and using notes.					
	Week 1 LO: To make predictions about a text using visual and contextual clues. LO: To identify and group facts in a clear structure using subheadings and conjunctions. LO: To write clear, factual paragraphs that link ideas with conjunctions. LO: I can explore and write sentences using a range of sentence types.	Week 2 LO: To use a range of sentence types to plan an advert LO: To use a range of sentence types to create an advert LO: To infer Dorothy's character using clues from the text or images. LO: To record ideas about character using a role-on-the-wall. LO: To write a character description using expanded noun phrases and abstract nouns.	Week 3 LO: To explain how a character uses persuasive language to make an argument LO: To use formal, persuasive techniques to write a letter. LO: To use formal, persuasive techniques to write a letter LO: To write an informal letter to give advice LO: To write a diary entry using a range of superlatives, adjectives, and contractions to express thoughts and feelings.	Week 4 LO: To identify the features of a Legend and explain their purpose. LO: To research and plan a non-chronological report. LO: To research and plan a non-chronological report. LO: To apply the features of a non-chronological report. LO: To apply the features of a non-chronological report.	Week 5 Assessment Week	Week 6 LO: To prepare my story for publication by improving accuracy, vocabulary, and presentation. LO: To publish my report and reflect on my progress as a writer. LO: To publish my report and present my learning. LO: To summarise key information and present it creatively. LO: To summarise key information and present it creatively.

Spring 1



Beowulf

by Michael Morpurgo

Reading

Making comparisons within and across books

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

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

Identifying and discussing themes and conventions

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 one paragraph, identifying key details that support the main ideas

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Provide reasoned justifications for their views

Spelling

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

Suffixes –ant, –ance and –ancy.

Suffixes –ent, –ence and –ency.

Suffixes –able and –ably.

Suffixes –ible and –ibly.

Words with 'silent' letters

Punctuation/Grammar

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative Pronoun

Indicating degrees of possibility using adverbs or modal verbs

Linking ideas across paragraphs using adverbials of time place and number or tense choices

Use of commas to clarify meaning or avoid ambiguity

Use of expanded noun phrases to convey complicated information concisely

Devices to build cohesion within a paragraph

Punctuation/Grammar

Epitaph

Glossary

letter of advice

dialogue

recount

character and setting description

summarising captions

obituary

Final Outcome:
Own version
legend or
missing chapter

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	LO: To use modal verbs to make inferences about a historical character. LO: To interpret Anglo-Saxon kennings LO: To make predictions about characters and events, using evidence from the text to support my ideas. LO: To indicate degrees of possibility using adverbs and modal verbs	LO: To use superlatives to create heroic dialogue LO: To use superlatives to create heroic dialogue LO: To use figurative noun phrases to describe LO: To write a recount of the battle with Grendel from the viewpoint of a bard, using adventurous language. LO: To use adverbials to write in role.	LO: To use prepositions to expand noun phrases. LO: To explore characters' emotions and motivations and explain how events affect them. LO: To use a range of verbs to summarise LO: To identify and justify opinions about a text.	LO: To write a tribute that explains a hero's life and achievements. LO: To infer meaning and explain how the author creates tension and atmosphere. LO: To explore characters' thoughts and feelings through drama and discussion. LO: To write a vivid action paragraph showing tension and danger. LO: To use tense and sentence structure to control pace and tension in writing.	LO: To identify the features of a Legend and explain their purpose. LO: To plan an additional chapter for a heroic legend LO: To open a legend in the style of Beowulf. LO: To continue a heroic narrative using descriptive devices LO: To continue a heroic narrative using descriptive devices	LO: To prepare my story for publication by improving accuracy, vocabulary, and presentation. LO: To publish my legend and reflect on my progress as a writer. LO: To understand and use personification to improve my writing. LO: To understand and use similes and metaphors in writing.

Spring 2



The Children of the Benin Kingdom

by Dinah Orji

Reading

Asking questions to improve their understanding

Identifying how language, structure and presentation contribute to meaning

Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader

Providing reasoned justifications for their views

Spelling

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

Endings which sound like /ʃəs/ spelt -cious or -tious

Endings which sound like /ʃəl/

Words with the /i:/ sound
Spelt ei after c

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

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

Punctuation/Grammar

Devices to build cohesion within a paragraph

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Indicating degrees of possibility using adverbs or modal verbs

The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative Pronoun

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials

Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Writing Outcomes

Informal letter

contrasting diary entry

survival guide

eyewitness report

summary

Final Outcome: Non-chronological report

	Week 1 LO: To ask a range of questions LO: To write a letter in the future tense. LO: To make inferences based on evidence in the text LO: To use conjunctions to show contrasting thoughts and feelings. LO: To make specific verb choices to show a contrast in emotions	Week 2	Week 3	Week 4	Week 5 Assessment Week

Summer 1



Rumaysa – A Fairytale

by Radiya Hafiza

Reading

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

Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

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 one paragraph, identifying key details that support the main ideas

Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader

Providing reasoned justifications for their views

Spelling

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

Words with 'silent' letters

Homophones and other
Words that are often confused

Homophones and other
words that are often confused

Homophones and other
wordsthat are often confused

Use of the hyphen

Punctuation/Grammar

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs or modal verbs

Devices to build cohesion within a paragraph

Linking ideas across paragraphs using adverbials of time, place and number or tense choices

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of expanded noun phrases to convey complicated information concisely

Writing Outcomes

Warning poster

diary entry

dialogue

villain's lair
advert

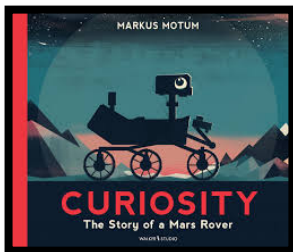
character
description

missing
narrative

Final
Outcome:
Fairytale
Prequel

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

Summer 2



Curiosity – The Story of Mars Rover

by Markus Motum

Reading

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identifying how language, structure and presentation contribute to meaning

Retrieve, record and present information from non-fiction

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

Spelling

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

Endings which sound like /ʃəs/ spelt -cious or -tious

Endings which sound like /ʃəl/

Words with the /i:/ sound Spelt ei after c

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

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

Punctuation/Grammar

Using expanded noun phrases to convey complicated information concisely

Indicating degrees of possibility using adverbs or modal verbs

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative Pronoun

Use of commas to clarify meaning or avoid ambiguity

Brackets, dashes or commas to indicate parenthesis

Writing Outcomes

Proposal to NASA

Information labels

Short explanation

NASA log of Mars landing

News report

Final Outcome: Expanded explanation for a new rover

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