

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

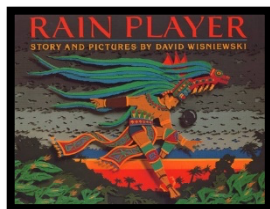
Trustworthy

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 6

Autumn 1



Rain Player

by David Wisniewski

Reading

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

Retrieving, record and present information from non-fiction

Participating 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.

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

Homophones and other words that are often Confused

Suffixes
-able
-ible

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

Suffixes which sound like /ʃəl/ - cial

Punctuation/Grammar

Use of inverted commas and other punctuation to indicate direct speech

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using modal verbs or adverbs to indicate degrees of possibility

Linking ideas across paragraphs using adverbials of time

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

Layout devices

Use of the colon to introduce a list and use of semi-colons within lists

Use of the passive to affect the presentation of information in a sentence

Writing Outcomes

Instructions

Poster

Missing scene

Diary

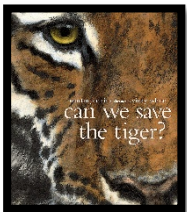
Newspaper

Debate

Analytical essay about The Maya

	Week 1 Transition week	Week 2 LO: To make predictions and justify them using clues from the text and illustrations. LO: To research and plan for an instructions text. LO: To understand how to write and structure a set of instructions. LO: To use the subjunctive mood to write an imaginary set of guidelines. LO: To use the subjunctive mood to write an imaginary set of guidelines.	Week 3 Assessment Week	Week 4 LO: To identify root words and suffixes that describe qualities LO: To describe the scene using dialogue to advance the action. LO: To use the perfect tense to create a diary entry. LO: To make a prediction based on the details stated in a text. LO: To use the passive voice to create changes in perspective.	Week 5 LO: To draw inferences and explain them using evidence from the text. LO: To write a newspaper article. LO: To create a book review to encourage others to read a book. LO: To summarise information around a theme. LO: To retrieve and record information from non-fiction sources.	Week 6 LO: To explore the meaning of unfamiliar words in context. LO: To articulate and justify answers, arguments and opinions. LO: To create an introductory paragraph. LO: To develop a consistent argument, supported by evidence. LO: To write a conclusion to sum up the main points in a paragraph.	Week 7 LO: To summarise the main ideas across a section of the text. LO: To edit writing to improve clarity, accuracy and impact. LO: To edit writing to improve clarity, accuracy and impact. LO: To publish writing for an audience, using appropriate layout and presentation. LO: To publish writing for an audience, using appropriate layout and presentation.
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Autumn 2



Can We Save the Tiger?

by Martin Jenkins

Reading

Asking questions to improve their understanding

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

Retrieving, record and present information from non-fiction

Participating 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

Explaining 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

Providing reasoned justifications for their view

Spelling

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

Words ending in
– ant
–ance
–ancy
–ent
–ence
–ency

Adding suffixes beginning with vowel letters to words ending in –fer

Use of the hyphen

Words with the /i:/ sound spelt ie normally and ei after c

Punctuation/Grammar

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

Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]

Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

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

How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

Writing Outcomes

Persuasive poster

First Person Monologue

Persuasive speech

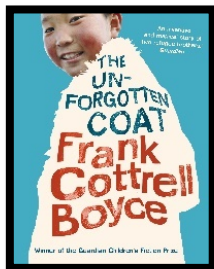
Information index card

Poetry

Discussion text
(own version:
Can we Save
the...?)

			Review Endings which sound like /fəs/ spelt –cious or – tious	Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]		
	Week 1 LO: To ask and answer questions to deepen understanding of a text. LO: To use the subjunctive form to persuade. LO: To give factual information beginning with a subordinate clause. LO: To use prepositions and conjunctions to vary sentence starters. LO: To create expanded noun phrases to describe an endangered animal.	Week 2 LO: To retrieve and record key facts from a non-fiction text. LO: To explore how writers make readers feel empathy and to plan my own writing. LO: To understand how to create empathy and emotion in narrative writing. LO: To understand how to create empathy and emotion in narrative writing. LO: To edit, publish and perform my writing for maximum impact	Week 3 LO: To summarise information from a non-fiction text in my own words. LO: To use punctuation thoughtfully to persuade others. LO: To plan and draft a persuasive speech LO: To write and edit a persuasive speech LO: To deliver a persuasive speech	Week 4 LO: To participate actively in discussions about books, building on their own and others' ideas. LO: To explore poetic devices. LO: To create a poem. LO: To recognise when someone is writing to persuade and when someone is writing to discuss. LO: To create a plan for a discussion text.	Week 5 LO: To explain an understanding of a book in writing. LO: To write an introductory paragraph. LO: To develop a consistent argument, supported by evidence. LO: To create cohesion when presenting and discussing an argument. LO: To write a conclusion to sum up the main points in an argument.	Week 6 LO: To justify views with clear reasons and evidence from texts. LO: To edit writing to improve clarity, accuracy and impact. LO: To edit writing to improve clarity, accuracy and impact. LO: To publish writing for an audience, using appropriate layout and presentation. LO: To create a book review to encourage others to read a book.

Spring 1



The Unforgotten Coat

by Frank Cottrell

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

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence

Predicting what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas

Identify how language, structure and presentation contribute to meaning

Participating 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

Words containing the letter-string ough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Homophone s and other words that are often confused

Revision of suffix -ly

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

Punctuation/Grammar

Use of inverted commas and other punctuation to indicate direct speech (LKS2 Revision)

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Use of the passive to affect the presentation of information in a sentence.

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Use of commas to clarify meaning or avoid ambiguity

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation/Grammar

Diary entries

Explanations (sci experiment)

Dialogue

Non-chronological reports

Own version 'issues and dilemmas' narrative

	Week 1 LO: To retrieve and record key information accurately. LO: To justify predictions using multi-clause sentences. LO: To explore dialogue which creates tension and moves the action forward. LO: To plan a short narrative scene built around conflict. LO: : To write and edit a short narrative scene using dialogue to develop tension.	Week 2 LO: To use inference to understand characters' feelings and motives. LO: To explore how writers convey thoughts and feelings through first-person recounts. LO: To develop emotional depth using precise vocabulary and sentence structures. LO: To plan a diary entry from a character's viewpoint. LO: To write and edit a diary entry that reveals character and emotion.	Week 3 LO: To explain how vocabulary choices create meaning and effect. LO: To explore the features of effective narrative openings. LO: To plan an extended narrative with a clear structure and thematic focus. LO: To write an effective opening that establishes character, setting and tension. LO: To draft and refine the opening section of an extended narrative.	Week 4 LO: To summarise information across a text. LO: To develop the middle of a narrative using cohesion, tension and pacing. LO: To write an ending that reflects change, resolution or reflection. LO: To revise narrative writing for cohesion, clarity and impact. LO: To edit and publish an extended narrative for an audience.	Week 5 Assessment Week	Week 6 LO: To explain how structure and layout contribute to meaning. LO: To identify the features and language of explanation or report texts. LO: To organise information logically using paragraphs and subheadings. LO: To plan an explanation or report using appropriate technical language. LO: To write and edit an explanation with clarity and precision.
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Spring 2



The Invention of Hugo Cabret

by Brian Selznick

Reading

Asking questions to improve their understanding

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

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participating 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

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

Use of the present perfect and progressive forms of verbs instead of the simple past.

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

Indicating degrees of possibility using adverbs.

Use of the passive to affect the presentation of information in a sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Punctuation of bullet points to list information

Writing Outcomes

Letter of complaint

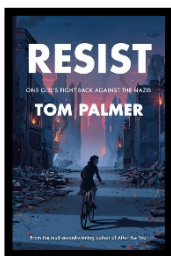
Setting description

Character description

Persuasive leaflet

	Week 1 LO: To understand how the meaning of words and phrases affects understanding of a text. LO: To understand the purpose, audience, and features of a formal letter of complaint. LO: To plan clear reasons and evidence for a complaint. LO: To use formal language and sentence structures in a letter of complaint. LO: To write a formal letter of complaint.	Week 2 LO: To use evidence from the text to make sensible inferences. LO: To identify how an author creates atmosphere through setting. LO: To use ambitious vocabulary and imagery to describe a setting. LO: To vary sentence structures to build atmosphere. LO: To write an atmospheric setting description.	Week 3 LO: To make predictions based on evidence from the text. LO: To infer character traits from actions and behaviour. LO: To show character traits through actions and behaviour. LO: To use figurative language to deepen character description. LO: To write a detailed character description.	Week 4 Assessment Week	Week 5 LO: To retrieve relevant information from a text accurately. LO: To identify persuasive techniques in a leaflet. LO: To plan a persuasive leaflet. LO: To use persuasive language to influence the reader. LO: To write a persuasive leaflet.

Summer 1



Resist

by Tom Palmer

Reading

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

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

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

Revision Prefixes
dis-
mis-
in-

Revision Prefixes
inter-
super-
anti-
auto-

Revision More
prefixes
im-
ir-
re-
sub-

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

Endings which
sound like /ʃəl/

Punctuation/Grammar

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using passive verbs to affect the presentation of information in a sentence

Using expanded noun phrases to convey complicated information concisely

Using modal verbs or adverbs to indicate degrees of possibility

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using dashes to mark boundaries between independent clauses

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing Outcomes

Resistance recruitment posters

Diary entries

Journalistic pieces

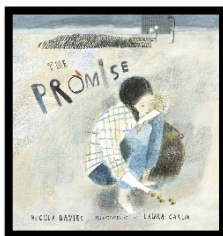
Persuasive leaflets

Fictional biographical paragraph

A biography of Audrey Hepburn

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



The Promise

by Nicola Davies

Reading

Asking questions to improve their understanding

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

Identifying how language, structure and presentation contribute to meaning

Discussing and evaluate how authors use language, including figurative language.

Participating 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

Explaining and discuss their understanding of what they have read, maintaining a focus on the topic and using notes where necessary

Spelling

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

Suffixes

– ant
–ance
– ancy

Suffixes

– ent
–ence
– ency

Suffixes

– able
– ably.

Suffixes

– ible
–ibly

Words with 'silent' letters

Punctuation/Grammar

Indicate grammatical and other features by:

- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Using semi-colons to mark boundaries between independent clauses

- Using expanded noun phrases to convey complicated information concisely

- Using modal verbs or adverbs to indicate degrees of possibility
- Use of commas to clarify meaning or avoid ambiguity

From LKS2 (for revision and consolidation)

- Using conjunctions, adverbs and prepositions to express time and cause

Writing Outcomes

Promises

Extended thought bubbles

Diary entry

Leaves for a 'mood tree'

Letters in role

Figurative captions

Poems to summarise the story

Sequel to continue the cyclical story in the form of a narrative poem

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