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| Enfield Academy of New Waltham  Kestrel Class Y4/5  Medium Term Plan – English – Autumn One | | | | | A book cover with a cartoon character  Description automatically generated  **Focus Texts:**  Oliver and the Seawigs by Philip Reeve and Sarah McIntyre |
| Week Commencing: | Reading  *Each week, we will continue to develop reading fluency.* | Spelling | Writing, Punctuation & Grammar Links | | Writing Opportunities | |
| 3rd September | * Developing fluency skills; pace, accuracy, smoothness, and expression through reading alone, in pairs and chorally, as well as listening to teacher. * Listening to and discussing texts. * Discussing, understanding, and explaining the meaning of words in context. * Asking questions to improve understanding of a text. * Giving reasoned justifications for views. * Participating in discussion about texts. * VIPERS stems/skills. * Identify themes and conventions. * Prepare play scripts to read aloud. * Show understanding through intonation, tone, volume and action. * Discuss words and phrases that capture readers’ interest and imagination. * Draw inferences about characters’ feelings, thoughts, emotions and actions |  |  |  | Expectations of Writing and Handwriting | |
| 9th September | **Year 4**  Step 1 - words that are homophones (accept, except, knot, not, peace, piece, plain, plane, weather, whether)  **Year 5**  Words ending in ‘-tious’ and ‘-ious’  ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious | **Place Value of Grammar and Punctuation**   * Singular and Plural Nouns * Pronouns * Compound words * Adverbs to express time & clause |  | Application of taught grammar and punctuation skills. | |
| 16th September | **Year 4**  Step 2 - words with the prefix ’in-’ meaning ‘not’ (inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible)  **Year 5**  Words ending in ‘-cious’  atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious | **Place Value of Grammar and Punctuation**   * Consistent use of past tense * Expanded noun phrases * Adverbials | Analyse and identify the key features  Plan paragraphs for diary entry - Paragraphs used to relate group ideas | Application of taught grammar and punctuation skills. | |
| 23rd September | **Year 4**  Step 3 - words with the prefixes ’il-’, ‘im-’ and ‘ir-’ (illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible)  **Year 5**  Words ending in ‘-cial’  artificial, beneficial, crucial, especially, facial, glacial,  judicial, multiracial, official, special | **Place Value of Grammar and Punctuation**   * Consistent use of past tense * Expanded noun phrases * Adverbials | Begin to draft - Paragraphs used to relate group ideas  Edit draft  Write | Application of taught grammar and punctuation skills  **Write a diary entry**  Write a diary based on Oliver’s thoughts, feelings and emotions about new changes taking place in his life:   * Oliver starting a new school * Parents no longer explorers * Moving to a house | |
| 30th September | **Year 4**  Step 4 - words with the prefix ’sub-’ meaning ‘below’ or further divided (subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway)  **Year 5**  Words ending in  ‘-tial’  circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential | **Place Value of Grammar and Punctuation** | Analyse and identify the key features  Plan headings and paragraphs - Paragraphs used to relate group ideas  Subheadings  Draft write | Application of taught grammar and punctuation skills. | |
| 1st October | **Year 4**  Step 5 - words with the prefix ’inter-’ meaning ‘between or among’ (interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview)  **Year 5**  Words ending in ‘-cial’ and ‘-tial’ commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial | **Place Value of Grammar and Punctuation** | Finish drafting  Edit draft  Write | **Write a set of instructions**  Write a set of instructions describing how to make a successful raft for Oliver, to help him find his parents.  DT opportunity:  Children to build a raft / or make their own seawigs using hair-nets | |
| 7th October | **Year 4**  Step 6 - challenge words (strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe)  **Year 5**  Challenge Words  appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable |