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| Enfield Academy of New WalthamKestrel Class Y4/5Medium 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 featuresPlan 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 draftWrite | 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
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| 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 featuresPlan headings and paragraphs - Paragraphs used to relate group ideasSubheadings 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 draftingEdit draftWrite  | **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  |