

# Enfield Academy of New Waltham

## Eagle Class Y5/6

### Medium Term Plan - English - Autumn 2

Focus Text:



Holes by Louis Sachar

Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Spelling	Writing, Punctuation & Grammar Links	Writing Opportunities
04.11.2024	<ul style="list-style-type: none"> <li>Listening to, reading and discussing texts.</li> <li>Discussing, understanding, and explaining the meaning of words in context.</li> <li>Asking questions to improve understanding of a text.</li> <li>Giving reasoned justifications for views.</li> <li>Participating in discussion about texts.</li> <li>VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u> <b>Step 7 - Words ending in '-ant'</b> abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant</p> <p><u>Year 6</u> <b>Step 7 - Challenge Words</b> ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety</p>	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Pronouns/relative pronouns</li> <li>Relative Clauses, including brackets, dashes &amp; commas</li> <li>Apostrophes for possession</li> </ul>	<p><u>Non-Chronological Report</u></p> <p>Inspired by the book Holes, the children will be writing a non-chronological report on Lizards or, specifically, the Yellow Spotted Lizard.</p>
11.11.2024	<ul style="list-style-type: none"> <li>Listening to and discussing texts.</li> <li>Discussing, understanding, and explaining the meaning of words in context.</li> <li>Asking questions to improve understanding of a text.</li> <li>Giving reasoned justifications for views.</li> <li>Participating in discussion about texts.</li> <li>VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u> <b>Step 8 - Words ending in '-ance' and '-ancy'</b> abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy</p> <p><u>Year 6</u> <b>Step 8 - Challenge Words</b> apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable</p>		
18.11.2024	<ul style="list-style-type: none"> <li>Listening to and discussing texts.</li> <li>Discussing, understanding, and explaining the meaning of words in context.</li> <li>Asking questions to improve understanding of a text.</li> <li>Giving reasoned justifications for views.</li> <li>Participating in discussion about texts.</li> <li>VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u> <b>Step 9 - Words ending in '-ent' and '-ence'</b> competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent</p> <p><u>Year 6</u> <b>Step 9 - Challenge Words</b> appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle</p>	<ul style="list-style-type: none"> <li>Word Classes</li> <li>Function of sentences</li> <li>Adverbials</li> </ul>	<p><u>Persuasive leaflet - Come to Camp Green Lake!</u></p> <p>Prompted by our focus text, Holes, the children will write a persuasive leaflet, which used hyperbole and enticing language to encourage people to visit Camp Green Lake.</p>

25.11.2024	<ul style="list-style-type: none"> <li>• Listening to and discussing texts.</li> <li>• Discussing, understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve understanding of a text.</li> <li>• Giving reasoned justifications for views.</li> <li>• Participating in discussion about texts.</li> <li>• VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u>  <b>Step 10 - Words ending in '-able' and '-ible'</b>  comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable</p> <p><u>Year 6</u>  <b>Step 10 - Challenge Words</b>  attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht</p>		
02.12.2024	<ul style="list-style-type: none"> <li>• Listening to and discussing texts.</li> <li>• Discussing, understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve understanding of a text.</li> <li>• Giving reasoned justifications for views.</li> <li>• Participating in discussion about texts.</li> <li>• VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u>  <b>Step 11 - Words ending in '-ably' and '-ibly'</b>  comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly</p> <p><u>Year 6</u>  <b>Step 11 - Words with the short vowel sound /i/ spelled 'y'</b>  antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical</p>	<ul style="list-style-type: none"> <li>• Subjunctive form</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Inverted commas</li> <li>• Active and passive voice</li> </ul>	<p><u>Narrative - Trapped in a Snow Globe</u></p> <p>Children will imagine they are trapped in a snow globe to write a narrative about their imagined experience.</p>
09.12.2024	<ul style="list-style-type: none"> <li>• Listening to and discussing texts.</li> <li>• Discussing, understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve understanding of a text.</li> <li>• Giving reasoned justifications for views.</li> <li>• Participating in discussion about texts.</li> <li>• VIPERS stems/skills.</li> </ul>	<p><u>Year 5</u>  <b>Step 12 - Challenge Words</b>  accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p> <p><u>Year 6</u>  <b>Step 12 - Words with the long vowel sound /igh/ spelled 'y'</b>  apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply</p>		
16.12.2024	<ul style="list-style-type: none"> <li>• Listening to and discussing texts.</li> <li>• Discussing, understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve understanding of a text.</li> <li>• Giving reasoned justifications for views.</li> <li>• Participating in discussion about texts.</li> <li>• VIPERS stems/skills.</li> </ul>	<p><b>No spelling this week</b></p>		