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| Enfield Academy of New WalthamKestrel Class Y4/5Medium Term Plan – English and Writing – Autumn One |
| Kestrel’s Approach to Reading In reading, every other week, we focus on a different extract from a classic text. For 30 minutes every morning, we work to fully engage with each text by applying each strand of our VIPERS approach (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) whilst meeting all other areas of the Y4/5 reading curriculum (please ask Miss Blastland for more information). This enables us to have a comprehensive understanding of the reading strands and develop the ability to identify the specific skills that we are learning, we even create our own VIPERS questions for Miss Blastland to answer! | C:\Users\V.Blastland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1407C485.tmpClass Text: Viking Boy by Tony Bradman  |
| Week Commencing: | SPaG Focus: | Writing Focus: |
| 04.09.19 | * Baseline Spelling Assessment
* Work with new class text
 | Complete Cold Write |
| 09.09.19 & 16.09.19 | Year 4:* Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* Plan their writing by: discussing and recording ideas
* Draft and write by: organising paragraphs around a theme
* Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub- headings
* Self and peer critique
* Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 | Non-Chronological ReportThe Anglo-Saxon Settlers |
| Year 5:* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
* Self and peer critique
* Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity
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| 23.09.19 & 30.09.19 | Year 4:* Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* Plan their writing by: discussing and recording ideas
* Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub- headings
* Self and peer critique
* Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause. KPI uses fronted adverbials
 | Instruction WritingHow to be a Good Slave (ch.7) |
| Year 5:* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* Noting and developing initial ideas, drawing on reading and research where necessary
* Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
* Self and peer critique
* Draft and write by: using a wide range of devices to build cohesion within and across paragraphs. KPI gives examples: then, after that, this firstly
* Devices to build cohesion, including adverbials of time, place and number
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| 07.10.19 & 14.10.19 | Year 4:* Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* Plan their writing by: discussing and recording ideas
* Self and peer critique
* Use of apostrophes to mark plural possession
* Use the correct form of 'a' or 'an'
* Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* Draft and write by: in narratives, creating settings, characters and plot
 | Character DescriptionBased on chosen character from ‘Viking Boy’  |
| Year 5:* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* Noting and developing initial ideas, drawing on reading and research where necessary
* Self and peer critique
* Use a thesaurus
* Plan their writing by: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* Draft and write by: in narratives, describing settings, **characters** and atmosphere
* Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
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