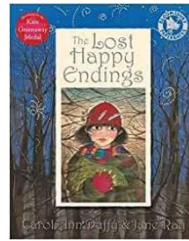


**Kestrel Class Y4/5**

Medium Term Plan - English - Spring 2

Focus Texts:

The Lost Happy Endings by Carol Ann Duffy & Jane Ray



Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Spelling	Writing, Punctuation & Grammar Links		Writing Opportunities
24.2.24	<ul style="list-style-type: none"> <li>Developing fluency skills; pace, accuracy, smoothness, and expression through reading alone, in pairs and chorally, as well as listening to teacher.</li> <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>Year 4 Step 19</b> Words where 'au' makes an /or/ sound automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience</p> <p><b>Year 5 Step 19</b> Words with 'ie' after 'c' society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient</p>	<p><b>Text features</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Personification</li> <li>Adverbials</li> <li>Features of persuasive language</li> </ul>	<p>SPaG coverage</p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Word families (recap)</li> <li>Preposition phrases (recap)</li> <li>Verb tenses - present</li> </ul>	<p>Coverage of required SPAG</p> <p>Also, text features (expanded noun phrases, adverbials, and subordinating conjunctions)</p>
3.3.25	<ul style="list-style-type: none"> <li>Identify themes and conventions.</li> <li>Prepare play scripts to read aloud.</li> <li>Show understanding through intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture readers' interest and imagination.</li> <li>Draw inferences about characters' feelings, thoughts, emotions and actions</li> </ul>	<p><b>Year 4 Step 20</b> Words ending in '-tion' invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection</p> <p><b>Year 5 Step 20</b> Words where 'ei' can make an /ee/ sound caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize</p>	<ul style="list-style-type: none"> <li>Paragraphs to organise in time sequence</li> <li>Paragraphs used to group related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas for direct speech</li> </ul>	<p><b>Lesson 1:</b> Exploring the Text - First Impressions of Jub and the Forest</p> <p><b>Lesson 2:</b> Character Study - Jub's Personality and Appearance</p> <p><b>Lesson 3:</b> Setting Description - The Forest at Twilight</p>

10.3.25		<p><b>Year 4</b> <b>Step 21</b> Words ending in '-sion'</p> <p>expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion</p> <p><b>Year 5</b> <b>Step 21</b> Words where 'ough' makes an /or/ sound</p> <p>afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought</p>	<ul style="list-style-type: none"> <li>• Features of a newspaper report</li> <li>• Subordinating conjunctions</li> <li>• Similes</li> </ul>		<p><b>Lesson 4:</b> The Old Woman - Building Suspense in Character Description</p> <p><b>Lesson 5:</b> Combining Character and Setting - Drafting a Descriptive Piece</p> <p><b>Lesson 6:</b> Editing and Improving Descriptions</p>
17.3.25		<p><b>Year 4</b> <b>Step 22</b> Words ending in '-cian'</p> <p>musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician</p> <p><b>Year 5</b> <b>Step 22</b> Words containing 'ough'</p> <p>although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen</p>			<p><b>Lesson 1:</b> Exploring the Key Events for a News Report</p> <p><b>Lesson 2:</b> Features of a Newspaper Report</p> <p><b>Lesson 3:</b> Writing a Catchy Headline and Lead Paragraph</p> <p>-</p>
24.3.25		<p><b>Year 4</b> <b>Step 23</b> Words that are adverbs of manner</p> <p>reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously</p>			<p><b>Lesson 4:</b> Inverted Commas for Speech (Direct &amp; Reported Speech)</p> <p><b>Lesson 5:</b> Planning the Main Body of the Report</p>

		<p><b>Year 5</b> <b>Step 23</b> Adverbs of possibility and frequency certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely</p>			<p><b>Lesson 6:</b> Writing the Body of the Newspaper Report</p>
31.3.25		<p><b>Year 4</b> <b>Step 24</b> Challenge Words surprise, separate, group, height, potatoes, though, particular, through, caught, woman</p> <p><b>Year 5</b> <b>Step 24</b> Challenge Words accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p>			<p><b>Lesson 7:</b> Writing a Strong Ending (Summary &amp; Future Impact)</p> <p><b>Lesson 8:</b> Editing and Improving the Newspaper Report</p> <p><b>Lesson 9:</b> Publishing and Presenting the Report</p>