

# Enfield Academy of New Waltham





Eagle Class Y5/6


## Medium Term Plan - English - Spring 2

Focus Text:



Letters from a Lighthouse  
by Emma Carroll

Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Spelling	Writing, Punctuation & Grammar Links	Writing Opportunities
24.02.2025	<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 19 - Words with 'ie' after 'c'</b> society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient</p> <p><u>Year 6</u> <b>Step 19 - Words with the /f/ sound spelled 'ph'</b> alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere</p>	<ul style="list-style-type: none"> <li>Punctuating direct speech</li> <li>Grammar foci decided in conjunction with emerging need</li> </ul>	<p><u>Narrative - The Lighthouse Keeper</u></p>  <p>Pupils will write a short narrative based on the short animation, 'The Lighthouse Keeper'.</p>
03.03.2025	<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 20 - where 'ei' can make an /ee/ sound</b> caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize</p> <p><u>Year 6</u> <b>Step 20 - Words with origins in other countries and languages</b> ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda</p>	<ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Grammar foci decided in conjunction with emerging need</li> </ul>	<p><u>Information Text - WWII in Britain</u></p>  <p>Pupils will write an information text about WWII focussing on the Blitz, Rationing, Evacuation &amp; the role of women during the war.</p>
10.03.2025	<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 21 - Words where 'ough' makes an /or/ sound</b> afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought</p> <p><u>Year 6</u> <b>Step 21 - Words with unstressed vowel sounds</b> company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature</p>	<ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Grammar foci decided in conjunction with emerging need</li> </ul>	<p><u>Information Text - WWII in Britain</u></p>  <p>Pupils will write an information text about WWII focussing on the Blitz, Rationing, Evacuation &amp; the role of women during the war.</p>
17.03.2025	<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 22 - Words containing 'ough'</b> although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen</p> <p><u>Year 6</u> <b>Step 22 - Words with 'cial'/shuhl/ after a vowel</b> antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</p>	<ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Grammar foci decided in conjunction with emerging need</li> </ul>	<p><u>Information Text - WWII in Britain</u></p>  <p>Pupils will write an information text about WWII focussing on the Blitz, Rationing, Evacuation &amp; the role of women during the war.</p>

<p>24.03.2025</p>	<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 23 - Adverbs of possibility and frequency</b>          certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely</p> <p><u>Year 6</u>  <b>Step 23 - Words with 'tial'/shul/</b>          confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential</p>	<ul style="list-style-type: none"> <li>• Conjunctive and evaluative adverbs</li> <li>• Grammar foci decided in conjunction with emerging need</li> </ul>	<p><u>Balanced argument – Should children have been evacuated in WWII?</u></p>  <p>Pupils will write a balanced argument which discusses the reasons for and against 'Operation Pied Piper' in WWII.</p>
<p>31.03.2025</p>	<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 24 - Challenge Words</b>          accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p> <p><u>Year 6</u>  <b>Step 24 - Words beginning with 'acc'</b>          accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse</p>		