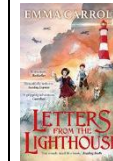


Enfield Academy of New Waltham

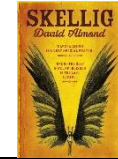
Eagle Class Y5/6

Medium Term Plan - English - Spring 2



Focus Texts:




Letters from a Lighthouse
by Emma Carroll



Skellig by David
Almond

Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Spelling	Writing, Punctuation & Grammar Links	Writing Opportunities
22.04.2025	<ul style="list-style-type: none"> Listening to, reading 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. 	<p><u>Year 5</u> Step 25 - Words that are homophones or near homophones advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</p> <p><u>Year 6</u> Step 25 - Words with the suffix '- ably' adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably</p>	<ul style="list-style-type: none"> Conjunctive and evaluative adverbs Grammar foci decided in conjunction with emerging need 	<p><u>Balanced argument - Should children have been evacuated in WWII?</u></p> 
28.04.2025	<ul style="list-style-type: none"> 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. 	<p><u>Year 5</u> Step 26 - Words that are homophones aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</p> <p><u>Year 6</u> Step 26 - Words with the suffix '- ible' forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible</p>		<p>Pupils will write a balanced argument which discusses the reasons for and against 'Operation Pied Piper' in WWII.</p>
05.05.2025	<ul style="list-style-type: none"> 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. 	<p><u>Year 5</u> Step 27 - Words that are homophones bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.</p> <p><u>Year 6</u> Step 27 - Words with the suffix '- ibly' forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly</p>	<ul style="list-style-type: none"> Including dialogue to tell the reader about the character and to move the action on Using passive voice Grammar foci decided in conjunction with emerging need 	<p><u>Narrative - Rock, Paper, Scissors</u></p>  <p>In this writing piece, children will write a narrative based on the literacy shed animation: BROKEN: Rock, Paper, Scissors.</p>

12.05.2025	<ul style="list-style-type: none"> • 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. 	<p><u>Year 5</u> Step 28 - Words that are homophones or near homophones cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary</p> <p><u>Year 6</u> Step 28 - Words ending in '-ent' and '-ence' convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.</p>		
19.05.2025	<ul style="list-style-type: none"> • 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. 	<p><u>Year 5</u> Step 29 - Words that are homophones or near homophones affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose</p> <p><u>Year 6</u> Step 29 - Words ending in '-er', '-or' and '-ar' calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior</p>	<ul style="list-style-type: none"> • Modal verbs • Semi colons/colons • Grammar foci decided in conjunction with emerging need 	<p><u>Instructions - How to Care for a Mythical Creature</u></p>  <p>Inspired by Skellig, children will write a set of instructions on how to care for a mythical creature of their choosing.</p>