



Coleridge English

Medium term planning



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National Curriculum 2014

Medium term planning document

Key Stages 1&2. Years 1-6



Medium term planning for 2014 National Curriculum

Content and coverage

This document contains planning guidance for teachers, and information for parents, on coverage of the statutory objectives set out in the English Programmes of study in the 2014 National Curriculum.

The objectives referenced in this document are those taken from the sections of the curriculum entitled *Reading - comprehension*, *Writing - composition*, and *Writing - vocabulary, grammar and punctuation*. Objectives pertaining to Handwriting, Spelling and Word Reading, which also appear in the National Curriculum, are not included in this document since these are taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives is tracked by the class teacher using individual assessment sheets for each child.

Using this document

The planning guidance in this document is presented by year group and by term, with each termly block containing two narrative units, two non-fiction units, two Poetry units, and one 'Take one book' unit. During the course of the term, teachers are free to deliver these units of work in any order they wish so as to afford greater opportunity for cross-curricular links with work taking place in other curriculum areas at that time.

Though each unit contains information about the key objectives to be covered, teaching is not solely limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Each termly block contains a unit entitled 'Take one book'. This refers to the practice of examining one text in detail over a prolonged period in a whole-class context. During these units, children will participate in child-led group discussions, reading comprehension exercises and written work related to the text.



Year 1 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		Narrative Stories with familiar settings 3 weeks	<ul style="list-style-type: none"> - being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -saying out loud what they are going to write about -composing a sentence orally before writing it -leaving spaces between words -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
		Non-fiction Labels, list and captions 1 week	<ul style="list-style-type: none"> -discussing word meanings, linking new meanings to those already known -saying out loud what they are going to write about -leaving spaces between words
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
		Narrative Stories with predictable patterned Language 3 weeks	<ul style="list-style-type: none"> -recognising and joining in with predictable phrases - drawing on what they already know or on background information and vocabulary provided by the teacher -composing a sentence orally before writing it -sequencing sentences to form short narratives -leaving spaces between words -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Non-fiction Recount 2 weeks	<ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -discussing the significance of the title and events -saying out loud what they are going to write about - composing a sentence orally before writing it -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Poetry Structure and rhyming couplets 1 week	<ul style="list-style-type: none"> recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart
		Take one book	<ul style="list-style-type: none"> -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them.



Year 1 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Contemporary fiction (stories reflecting children's own experiences) 1 week	<ul style="list-style-type: none"> - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far saying out loud what they are going to write about - composing a sentence orally before writing it -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
		Non-fiction Persuasion 2 weeks	<ul style="list-style-type: none"> - explain clearly their understanding of what is read to them. -re-reading what they have written to check that it makes sense -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -leaving spaces between words
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart - recognising and joining in with predictable phrases - discussing word meanings, linking new meanings to those already known
		Narrative	<ul style="list-style-type: none"> -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far composing a sentence orally before writing it -sequencing sentences to form short narratives -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
		Non-fiction Instructions 2 weeks	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences checking that the text makes sense to them as they read and correcting inaccurate reading saying out loud what they are going to write about discuss what they have written with the teacher or other pupils -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
		Poetry Structure (rhyming couplets) 1 week	<ul style="list-style-type: none"> recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart
		Take one book	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.



Year 1 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Fairy tales 3 weeks	<ul style="list-style-type: none"> - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Non-fiction Explanations (an introduction to information texts) 2 weeks	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events - discuss what they have written with the teacher or other pupils - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Poetry Vocabulary building 1 week	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
		Narrative Traditional Tales 3 weeks	<ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently composing a sentence orally before writing it - sequencing sentences to form short narratives - being encouraged to link what they read or hear read to their own experiences - read aloud their writing clearly enough to be heard by their peers and the teacher. - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Non-fiction Reports 2 weeks	<ul style="list-style-type: none"> - discussing the significance of the title and events - drawing on what they already know or on background information and vocabulary provided by the teacher - read aloud their writing clearly enough to be heard by their peers and the teacher. - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		Poetry Pick a Poet 1 week	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
		Take One book	- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently composing a sentence orally before writing it



Year 2 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		Narrative Finding tales 3 weeks	*Use full stops accurately. *Use capital letters at the start of a sentence and for names of people and places *use expanded noun phrases
		Non-fiction Dictionary & Thesaurus work 1 weeks	*be introduced to non-fiction books that are structured in different ways. *Write down key words including new vocabulary *Proof read work checking for spelling and grammar errors
		Poetry Vocabulary building (list poems) 1 week	Recognise simple recurring language *Discuss and clarify the meanings of new words, linking meanings to known vocabulary - Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say
		Narrative Traditional tales (character flaws) 3 weeks	*become increasingly familiar with retelling a wider range of fairy tales and traditional tales. *Use the present and past tense correctly and consistently *Use capital letters at the start of a sentence and for names of people and places *use expanded noun phrases
		Non-fiction Recount 2 weeks	*Encapsulate what they want to say in a sentence *Evaluate their writing with the teacher and other pupils *Use the past tense correctly
		Poetry Structure - calligrams 1 week	*Listen to, discuss and express views about a range of contemporary and classical poetry *answer and ask question about a text
		Take one book	Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other materials.



Year 2 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Stories by the same author (predictable pattern language) 3 weeks	*Plan or say out loud what they are going to write about. *Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) *Use the present and past tense correctly and consistently *Use capital letters at the start of a sentence and for names of people and places
		Non-fiction Reports 2 weeks	*Write about real events. *Write narratives about personal experiences and those of others. *Use the present and past tense correctly *use expanded noun phrases
		Poetry Vocabulary building 1 week	*Write poetry *Make inferences *Re-read books and poems to build up fluency and confidence in word reading.
		Narrative Wishing tales 3 weeks	*Use expanded noun phrases to describe and specify. *Plan or say out loud what they are going to write about. *Use the present and past tense correctly and consistently *Use capital letters at the start of a sentence and for names of people and places *use expanded noun phrases
		Non-fiction Persuasion 2 weeks	*Begin to use exclamation marks and question marks *Write for different purposes *Use subordination (when, if that or because)
		Poetry Structure Calligrams 1 week	Discuss and clarify the meanings of new words, linking meanings to known vocabulary *answer and ask question about a text
		Take one book	*Make inferences based on what has been said and done. *draw on what they already know or on background information and vocabulary provided by the teacher. *ask and answer questions about a text. *explain and discuss their understanding of books, poems and other materials.



Year 2 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Film narrative 3 weeks	*Make inferences based on what is being said and done *Begin to use apostrophes for contractions. *Plan or say out loud what they are going to write about.
		Non-fiction Instructions 2 weeks	*be introduced to non-fiction books that are structured in different ways. *discuss the sequence of events in books and how items of information are related *Use sentences with different forms: statement, command, *Exclamation Use commas for lists
		Poetry Vocabulary building 1 week	Write poetry *Discuss their favourite words and phrases *Discuss and clarify the meanings of new words, linking meanings to known vocabulary *Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say
		Narrative Creation stories (e.g. how the zebra got his stripes) 3 weeks	Read aloud what they have written with intonation *Begin to use apostrophes for contractions. *use expanded noun phrases *Use the present and past tense correctly and consistently
		Non-fiction Explanations (features of an information text) 2 weeks	*be introduced to non-fiction books that are structured in different ways. *Write sentences with different forms: statement, command, exclamation
		Poetry Pick a poet 1 week	*Listen to, discuss and express views about a range of contemporary and classical poetry
		Take one book	Take 1 book - 1 week *Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other materials.



Year 3 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		Narrative Traditional Tales 3 weeks	<ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks / reading books that are structured in different ways and reading for a range of purposes /identifying themes and conventions in a wide range of books/participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say/ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/ learning the grammar for years 3 and 4 (all narrative units) -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -discussing words and phrases that capture the reader’s interest and imagination -identifying main ideas drawn from more than one paragraph and summarising these -organising paragraphs around a theme -using the present perfect form of verbs in contrast to the past tense -in narratives, creating settings, characters and plot
		Non fiction Recount — Journalistic Writing 2 weeks	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks /reading books that are structured in different ways and reading for a range of purposes /choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/learning the grammar for years 3 and 4 (all non fiction units) -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -using conjunctions, adverbs and prepositions to express time and cause -retrieve and record information from non-fiction
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks/ reading books that are structured in different ways and reading for a range of purposes/ identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units) -identifying how language, structure, and presentation contribute to meaning
		Narrative Playscripts (Shakespeare) 3 weeks	<ul style="list-style-type: none"> -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
		Non fiction Biographies 2 weeks	<ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -using conjunctions, adverbs and prepositions to express time and cause
		Poetry Structures—limericks 1 week	<ul style="list-style-type: none"> -recognising some different forms of poetry [for example, free verse, narrative poetry]
		Take one book 1 week	<ul style="list-style-type: none"> -using dictionaries to check the meaning of words that they have read -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text -predicting what might happen from details stated and implied



Year 3 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Adventure Stories 3 weeks	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar/ discussing and recording ideas/ proof-read for spelling and punctuation errors / read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units) -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -using conjunctions, adverbs and prepositions to express time and cause -discussing words and phrases that capture the reader’s interest and imagination -drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence -organising paragraphs around a theme -using fronted adverbials -using commas after fronted adverbials -using and punctuating direct speech -using the present perfect form of verbs in contrast to the past tense -in narratives, creating settings, characters and plot -identifying main ideas drawn from more than one paragraph and summarising these
		Non-fiction Reports 3 weeks	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar/ discussing and recording ideas/ proof-read for spelling and punctuation errors/ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all non fiction units) -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -using conjunctions, adverbs and prepositions to express time and cause -retrieve and record information from non-fiction
		Poetry Vocabulary building 1 week	discussing and recording ideas/ proof-read for spelling and punctuation errors / read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all poetry units) -identifying how language, structure, and presentation contribute to meaning
		Narrative	
		Non-fiction Explanations 3 weeks	-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
		Poetry Structures—haikus, tanka, and kennings 2 weeks	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry [for example, free verse, narrative poetry]
		Take one book 1 week	-using dictionaries to check the meaning of words that they have read -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -predicting what might happen from details stated and implied -asking questions to improve their understanding of a text



Year 3 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Fairy Tales (alternative endings) 3 weeks	assessing the effectiveness of their own and others' writing and suggesting improvements/ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences / use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units) -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -using conjunctions, adverbs and prepositions to express time and cause -discussing words and phrases that capture the reader's interest and imagination -identifying main ideas drawn from more than one paragraph and summarising these -organising paragraphs around a theme -in narratives, creating settings, characters and plot -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech -using the present perfect form of verbs in contrast to the past tense
		Non fiction Persuasion Letter writing 3 weeks	assessing the effectiveness of their own and others' writing and suggesting improvements / proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences /use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Non fiction units) -using conjunctions, adverbs and prepositions to express time and cause -retrieve and record information from non-fiction -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
		Poetry Vocabulary building 1 week	assessing the effectiveness of their own and others' writing and suggesting improvements/ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences /use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units) -identifying how language, structure, and presentation contribute to meaning
		Narrative Issue and Dilemma stories 3 weeks	-discussing words and phrases that capture the reader's interest and imagination -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -identifying main ideas drawn from more than one paragraph and summarising these -organising paragraphs around a theme -using the present perfect form of verbs in contrast to the past tense -in narratives, creating settings, characters and plot -indicating possession by using the possessive apostrophe with plural nouns
		Non fiction Instructions 2 weeks	-in non-narrative material, using simple organisational devices [for example, headings and sub-headings] -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
		Poetry Pick a poet	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
		Take one book 1 week	-using dictionaries to check the meaning of words that they have read -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -predicting what might happen from details stated and implied



Year 4 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		Narrative Time slip stories 3 weeks	<p>plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas - using the present perfect form of verbs in contrast to the past tense - using and punctuating direct speech
		Non-fiction Dictionary and Thesaurus work 1 week	using dictionaries to check the meaning of words that they have read
		Poetry Vocabulary building 1 week	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> - indicating possession by using the possessive apostrophe with plural nouns
		Narrative Stories set in imaginary worlds 3 weeks	<ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - proof-read for spelling and punctuation errors -learning the grammar for years 3 and 4 in English Appendix 2 -using commas after fronted adverbials
		Non-fiction Reports 4 weeks	<p>plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
		Poetry Structure - riddles 1 week	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		Take one book	<p>Take one book - 1 week: reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books .Asking questions to improve their understanding of a text. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these</p>



Year 4 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Film narrative 3 weeks	<ul style="list-style-type: none"> organising paragraphs around a theme -in narratives, creating settings, characters and plot -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -using the present perfect form of verbs in contrast to the past tense
		Non-fiction Persuasion 3 weeks	<ul style="list-style-type: none"> -organising paragraphs around a theme - assessing the effectiveness of their own and others' writing and suggesting improvements - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -learning the grammar for years 3 and 4 in English Appendix 2
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause - discussing words and phrases that capture the reader's interest and imagination
		Narrative Stories from other Cultures 4 weeks	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot - assessing the effectiveness of their own and others' writing and suggesting improvements - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using commas after fronted adverbials -using and punctuating direct speech
		Non-fiction Recount—Diary entries 3 weeks	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -retrieve and record information from non-fiction
		Poetry Structure - narrative poetry 1 week	<ul style="list-style-type: none"> - proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. — recognising some different forms of poetry [for example, free verse, narrative poetry]
		Take one book	<ul style="list-style-type: none"> -reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books . Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to



Year 4 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Quest stories 4 weeks	<p>in narratives, creating settings, characters and plot</p> <ul style="list-style-type: none"> -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
		Non-fiction Explanations 2 weeks	<ul style="list-style-type: none"> - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - proof-read for spelling and punctuation errors -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause - discussing words and phrases that capture the reader's interest and imagination
		Narrative	<ul style="list-style-type: none"> -proof-read for spelling and punctuation errors - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials
		Non-fiction Discussion 2 weeks	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use and understand the grammatical terminology in English Appendix 2
		Poetry Pick a poet 1 week	<ul style="list-style-type: none"> -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
		Take one book	<p>reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books .Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning</p>



Year 5 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		Narrative Suspense and Mystery 4 weeks	<ul style="list-style-type: none"> -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -reading books that are structured in different ways and reading for a range of purposes -drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
		Non-fiction Biographies & Autobiographies 3 weeks	<ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -noting and developing initial ideas, drawing on reading and research where necessary -assessing the effectiveness of their own and others' writing -using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
		Narrative 3 weeks	<ul style="list-style-type: none"> -recommending books that they have read to their peers, giving reasons for their choices -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -using commas to clarify meaning or avoid ambiguity in writing
		Non-fiction Explanation 2 weeks	<ul style="list-style-type: none"> -identifying how language, structure and presentation contribute to meaning -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -ensuring the consistent and correct use of tense throughout a piece of writing -using semi-colons, colons or dashes to mark boundaries between independent clauses
		Poetry Structures - cinquains 1 week	<ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
		Take one book	



Year 5 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Older literature and classic texts 4 weeks	<ul style="list-style-type: none"> -making comparisons within and across books increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -asking questions to improve their understanding -assessing the effectiveness of their own and others' writing -using expanded noun phrases to convey complicated information concisely
		Non-fiction Discussion 3 weeks	<ul style="list-style-type: none"> -provide reasoned justifications for their views. -precising longer passages -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using hyphens to avoid ambiguity
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		Narrative 3 weeks	<ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks recommending books that they have read to their peers, giving reasons for their choices -ensuring the consistent and correct use of tense throughout a piece of writing -using modal verbs or adverbs to indicate degrees of possibility
		Non-fiction Instructions 2 weeks	<ul style="list-style-type: none"> -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -ensuring the consistent and correct use of tense throughout a piece of writing -using a colon to introduce a list -punctuating bullet points consistently
		Poetry Structures - Spoken word poetry and rap 1 week	<ul style="list-style-type: none"> -learning a wider range of poetry by heart -preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



Year 5 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Traditional tales (Legends) 4 weeks	<ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
		Non-fiction Report 2 weeks	<ul style="list-style-type: none"> -retrieve, record and present information from non-fiction -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -using passive verbs to affect the presentation of information in a sentence
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
		Narrative 3 weeks	<ul style="list-style-type: none"> -participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register noting and developing initial ideas, drawing on reading and research where necessary
		Non-fiction Persuasion 3 weeks	<ul style="list-style-type: none"> -distinguish between statements of fact and opinion -explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -noting and developing initial ideas, drawing on reading and research where necessary -using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -using brackets, dashes or commas to indicate parenthesis
		Poetry Pick a poet 1 week	<ul style="list-style-type: none"> -learning a wider range of poetry by heart -assessing the effectiveness of their own and others' writing
		<u>Take one book - 1 week</u>	



Year 6 Medium Term Planning Autumn Term

Week	Date	Topic	Curriculum Objectives
		<u>Narrative</u> Creepy tales (tales of fear) 3 weeks	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
		<u>Non-fiction</u> Explanation 2 weeks	<ul style="list-style-type: none"> - reading texts that are structured in different ways and reading for a range of purposes - identifying how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - using modal verbs or adverbs to indicate degrees of possibility - using a colon to introduce a list punctuating bullet
		<u>Non-fiction</u> Reports 2 weeks	<ul style="list-style-type: none"> - identifying and discussing themes and conventions in and across a wide range of writing assessing the effectiveness of their own and others' writing. - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - using commas to clarify meaning or avoid ambiguity in writing using passive verbs to affect the presentation of information in a sentence.
		<u>Narrative</u> Adventure stories (journey tales) 3 weeks	<ul style="list-style-type: none"> - making comparisons within and across books - recommending books that they have read to their peers, giving reasons for their choices. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using commas to clarify meaning or avoid ambiguity in writing
		<u>Non-fiction</u> Recounts 2 weeks	<ul style="list-style-type: none"> - retrieve, record and present information from non-fiction proof-read for spelling and punctuation errors - using expanded noun phrases to convey complicated information concisely - using semi-colons, colons or dashes to mark boundaries between independent clauses -using hyphens to avoid ambiguity
		<u>Poetry</u> Vocabulary building 1 week	<ul style="list-style-type: none"> - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
		<u>Take one book</u> 1 week	Kensuke's Kingdom—Michael Morpurgo



Year 6 Medium Term Planning Spring Term

Week	Date	Topic	Curriculum Objectives
		Narrative Time slip stories 3 weeks	<ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
		Non-fiction Persuasion 2 weeks	<ul style="list-style-type: none"> - distinguish between statements of fact and opinion - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using commas to clarify meaning or avoid ambiguity in writing
		Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
		Revision and study skills 3 weeks	<ul style="list-style-type: none"> - Learning the grammar for years 5 and 6 in English Appendix 2. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using passive verbs to affect the presentation of information in a sentence. - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list punctuating bullet points consistently.
		Non-fiction Discussion 2 weeks	<ul style="list-style-type: none"> - reading texts that are structured in different ways and reading for a range of purposes - noting and developing initial ideas, drawing on reading and research where necessary. - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs
		Poetry Structures - monologues 1 week	<ul style="list-style-type: none"> - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
		Take one book 1 week	Holes—Louis Sachar



Year 6 Medium Term Planning Summer Term

Week	Date	Topic	Curriculum Objectives
		Narrative Traditional tales (rags to riches) 3 weeks	- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - predicting what might happen from details stated and implied.
		Non-fiction Debating skills 2 weeks	- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.
		Poetry Focus on the work of one poet 1 week	- asking questions to improve their understanding
		Narrative 3 weeks	- in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
		Non-fiction Recount 2 weeks	- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ensuring the consistent and correct use of tense throughout a piece of writing. - using the perfect form of verbs to mark relationships of time and cause - using passive verbs to affect the presentation of information in a sentence.
		Take one book	Focus Text - 1 week Goodnight Mr Tom—Michelle Magorian