

# English Medium Term plan – Autumn 1

Driver: Geography

Main learning Challenge: Where in the world have you been?

Text: Kensuke's Kingdom/Encounter

	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks 6 and 7	Week 8
<b>Question</b>		Can you journey on the Peggy Sue?		Could you survive on a desert island?		Can you write to Kensuke?	Where in the world have you been?
<b>English Learning Challenge</b>		Y5 - Can you write a ships log using relative clauses?  Y6 - Can you write a ships log using : ; within a list?		Y5 - Can you narrative using the correct speech punctuation?  Y6 - Can you write a narrative using noun phrases?		Y5 - Can you write a letter using relative clauses?  Y6 - Can you write a letter using the correct grammatical structures, features and vocabulary?	Y5 - Can you write persuasively using vocabulary for impact and effect?  Y6 - Can you write persuasively using the correct grammatical structures, features and vocabulary?
<b>Driver Text (SPaG)</b>		Kensuke's Kingdom/Encounter					
<b>Main writing Focus/Task (pre-write/draft/final)</b>		Pre - Write a diary/ships log as though on the same voyage as Michael Mid – Write an improved version Post – Write from someone else's POV		Pre – Retell part of Kensuke's kingdom Mid – Improve retell Post – Retell with a twist		Pre - Write a letter to Kensuke Mid - Improved letter Post - Finalised letter	Pre -  Post -
<b>Challenge write</b>		Formal/persuasive letter to school requesting leave. Write own chapter of the story from Kensuke's perspective.		Write a message in a bottle asking for help whilst you're on the desert island. Write your own narrative beginning with: 'I disappeared on the night before my twelfth birthday...' (GDS)		Letter writing to Kensuke News report of the discovery Michael's entry in the log on his journey home after being discovered by his parents.	Write own short story adventure
<b>Writing target</b>		Y5 Link paragraphs using adverbials <b>Relative clauses</b> """, Impact/effect Y6		Y5 Link paragraphs using adverbials Relative clauses """, Impact/effect Y6		Y5 Link paragraphs using adverbials <b>Relative clauses</b> """, Impact/effect Y6	Y5 Link paragraphs using adverbials <b>Relative clauses</b> """, Impact/effect

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		Grammatical structure/features/ vocabulary Noun phrases : ; within a list Paragraphs which signal a change	Grammatical structure/features/ vocabulary Noun phrases : ; within a list Paragraphs which signal a change	Grammatical structure/features/ vocabulary Noun phrases : ; within a list Paragraphs which signal a change	Y6 Grammatical structure/features/ vocabulary Noun phrases : ; within a list Paragraphs which signal a change
<b>Reading Target</b>		Y5 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Y6 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.	Y5 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Y6 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.	Y5 - Identify how language, structure and presentation contribute to the meaning of a text.  Y6 - Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.	Y5 - Identify how language, structure and presentation contribute to the meaning of a text.  Y6 - Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.
<b>Basic Skills (SPaG)</b>		Y5 – Relative clauses Vocabulary for impact/effect Y6 - : ; in a list Grammatical structures, features and vocab	Y5 - “ ” Vocabulary for impact/effect Y6 - : ; Grammatical structures, features and vocab	Y5 – Relative clauses “ ” Y6 – Noun Phrases	Y5 – Linking Paragraphs using adverbials Y6 – Paragraphs which signal a change
<b>Nelson Grammar Units</b>		Y5 - Unit 12 Y6 - Unit 6 and unit 21  Y5 - Ough words (NNS Week 1 and 2) Y6 – Able, ably, ible, ibly (NNS Week 2)	Y6 - Unit 19 Y5 - Unit 2 and 19  Y5 – Words with silent letters Y6 – Adding suffixes	Y6 – Unit 28 Y5 – Unit 8  Y5 – Able/ible Y6 – SATs spelling	Y5 - Unit 20 Y6 - Unit 22  Y5 - Homophones Y6 – Proof reading strategies
<b>Spoken Language</b>		Sequencing Past/Present Tense	Inferring/Deducing Modal verbs - can/could,	Giving/following Instructions Imperative verbs - put, cut,	Persuading/Arguing

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		<p>Time connectives first, next, after, at the same time, Meanwhile</p>	<p>will/would, must/ought etc I think that it might because, The reason might be, I Imagine that, It could be that, This happened because</p>	<p>open etc Sequential connectives - first, next, after, while etc  <i>Create a list of instructions for how to stay safe on board Peggy Sue.</i></p>	<p><i>I would like to argue that, My first reason is, People claim that, it is argued that, many believe. Connectives - therefore, furthermore and in addition.</i></p>
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