HORNSEA BURTON AND SKIPSEA FEDERATION MEDIUM TERM PLAN   SUBJECT_____English___Date:Summer 1 2019
Class 3 – Y4, Y5, Y6

Objective	Milestone Indicator (s)	Basic (retrieve, identify, recall, list, name)	Advanced (Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare).	Deep (Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove).
Text: Letters from the lighthouse - E				
Objectives **Reading** Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised.	**Week 1** **Chapter 1 -2** 1. Predict what the book will be about. 2. Retrieve information from the text 3. Infer meaning about characters 4. Read with speed **Week 3** **Chapter 2** 1. Summarise a chapter 2. Ask questions about a character 3. Review the language	1. Identify speech action and description to describe a character. 2. Predict using the book cover and other cues. • Find and copy facts from the text • Ask questions that you would like the	1. Infer meaning about an idiom. 2. Infer meaning about character's personality. 3. Identify cause and effect. • Summarise chapter 2	1. Explain how a character's actions show their personality using evidence from the text. • Infer meaning about how character's actions show their personality using evidence from the text.

Know that texts have different layers of meaning – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in	of different characters – infer meaning. 4. Read with speed. 5. Retrieve information. **Week 4-5** **Chapter 3** 1. Discuss and annotate ideas about WW2. 2. Infer meaning about Sukie's disappearance. 3. Explore vocabulary related to Olive's feelings.	character to answer. • Explore feelings of characters.	• Infer meaning about a character through their speech. • Explain meaning a vocabulary in the text.	• Infer meaning about how character's actions show their personality using evidence from the text.
	Week 5-6 **Chapter 4** 1. Discuss build up of tension in story,	• Identify meaning of vocabulary in the chapter using cues from the story.	• Infer meaning about Kensuke's actions.	• Describe Olive's relationship with Cliff. • Explain how figurative language is used

sentences. • Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	2. Infer meaning about characters and events. 3. Recognise figurative language used for effect. **Week 7-8** 1. Identify a character's feelings 2. Infer meaning about a character through their actions. 3. Predict a character'sactions from what is already known.	• Infer meaning about Olive's speech and actions. • • Describe the lighthouse appearance using words from the text. • Predict Olive's feelings about the future.	• Infer meaning about Michael's fears about the future.	for effect. • Evaluate Olive's relationship with Cliff .
Writing Objectives Know that different text types need different sentence structures and techniques.	**Week 1** 1. Collect words that describe a setting 2. Write a description of the events in chapter 1 in first person. 3. Using powerful descriptions to engage	• **Describe emotions in the chapter.**	• Explain hopes and fears for the future from events in the story. •	• Use higher level punctuation – commas, dashes, semi-colons • Technical vocabulary used without slipping into informal. • Evaluate and improve

Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader. Develop a tool kit or success criteria for the writing, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view Develop a tool kit or success criteria for the writing, taking into account:	the reader. 4. Plan and draft an informal recount 5. Evaluate and edit **SPAG** 1. Punctuating speech 2. Using semi colons effectively 3. tenses 4. general revision **Week 2** 1. Identify features of a missing person's report. 2. Focus on vocabulary and features of formal reports. 3. Plan and write a formal report. **SPAG** 1. Compare formal and informal. 2. Conjunction openers 3. Using determiners 4. Identifying past and present tense. 5. Passive voice 6. Modal verbs **Week 3** Identify features of a informal diary entry. Create word banks from wagolls. Plan and write an diary entry of the evacuation of Olive and Cliff.	• List the main details – 5 question words. • Write sentences starting with conjunctions. • Use passive voice. • Read and compare a few informal recounts. • Identify characters	• Write complex sentences in formal language • Use ISPACE for openers – Furthermore, moreover, In addition, as a result	• Use higher level punctuation – commas, dashes, semi-colons • Use higher level punctuation – commas, dashes, semi-colons,

plot structure character development techniques language choices point of view	**SPAG** 1. Apostrophes 2. Possessive pronouns 3. Commas and semicolons in a list 4. Parenthesis for adding information 5. Question, statement, command, exclamation Week 4-6 1. Explore the story mountain. 2. Plan an outline of the story with flashbacks. 3. Create a wordbank using waggols. 4. Plan and draft a narrative. 5. Evaluate and edit. Week 7 1. Plan a postcards but an honest recount. Week 8 1. List the details of what the lighthouse keeper does. 2. Create a vocabulary list of formal words related to job descriptions. 3. Write a job description	feelings – using a mindmap • Research information using the text, books, internet and other sources of information. • Mindmap ideas to form paragraphs. • **Create powerful vocabulary lists Explore figurative language.** • Read and compare a few postcard texts – identify the features. • Plan and write an a postcard using facts fro the story. • **Time conjunctions** • **Chronological order.** • •	• Group similar ideas together. • Use ISPACE to create complex sentences. • Use conjunctions to link ideas in paragraphs and • Plan ideas using a toolkit. • **Link similar ideas together.** • • **Investigate syllables.** •	correctly punctuated speech • Use informal language • Evaluate and improve • Use a wide range of punctuation – parenthesis, colon, semi-colon, dash • Evaluate and improve • **Share and evaluate.**

	for the lighthouse keeper.			
	Week 9-10 Using Literacy Shed, write a narrative for The Lighthouse. **Week 11-12** Create a double spread diary entry for Olive.		• Identify powerful descriptions – adjectives, imperative verbs and noun phrases. • Create list of materials and method. • Plan, draft and write final draft.	
ASSESSMENT FOR LEARNING/NEXT STEPS				

BASIC LEVEL EXAMPLE QUESTIONS	ADVANCING LEVEL EXAMPLE QUESTIONS	DEEP LEVEL EXAMPLE QUESTIONS
What happened after……? When did…..? Who was it that….? What was the name of….? Where did that happen….? How many….? Who spoke to….? What colour was….?	Can you describe it in your own words? What might have happened next? Who was the main character? Can you summarise? How do you think they were feeling? How might that have happened? What do you think he would have said?	How is this similar to? Why do you think that? Why is that the most effective? How many different ways can you? How would you improve? Can you propose an alternative? Why is that better than that? What is your opinion of? Do you agree with?