HORNSEA BURTON AND SKIPSEA FEDERATION MEDIUM TERM PLAN   SUBJECT_____English___Date:Autumn 1 2018
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: Kensukes Kingdom – Michael Morpurgo					
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 a journeys. 2. Infer meaning about Michael on the boat. 3. Explore vocabulary related to Michael's feelings.	character to answer. • Note places on a map and table. •	• 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	• Identify meaning of vocabulary in the chapter using cues	• Infer meaning about Kensuke's actions.	• Describe Michael's relationship with Stella. • Explain how figurative

sentences. • Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	tension in story, 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.	from the story. • Infer meaning about Michael's speech and actions. • • Describe Kensuke's appearance and cave using words from the text. • Predict Michael's feelings about the future.	• Infer meaning about Michael's fears about the future.	language is used for effect. • Evaluate Michael's relationship with Kensuke .
Writing Objectives Know that different text types need different sentence	**Week 1** 1. Identify features of an informal recount 2. Identify character's feelings 3. Using powerful	• List features • **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.

structures and techniques. 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	descriptions to engage the reader. 4. Plan and draft an informal recount 5. Evaluate and edit **SPAG** 1. Punctuating speech 2. Collective nouns 3. Proper nouns 4. Common nouns **Week 2** 1. Identify features of a balanced argument. 2. Explore conjunctions. 3. List reasons. 4. Plan and write a balanced argument. **SPAG** 1. Compare formal and informal. 2. Conjunction openers 3. Using determiners 4. Identifying past and present tense. **Week 3** Identify features of a friendly letter. Create word banks from wagolls. Plan and write an informal letter. **SPAG** 1. Apostrophes	 • List ideas for and against. • Write sentences starting with conjunctions. • Use persuasive devices.	 • Write complex sentences in formal language • Use ISPACE for openers – Furthermore, moreover, In addition, as a result	• Evaluate and improve • Use higher level punctuation – commas, dashes, semi-colons • Use persuasion – repetition, rhetorical questions,

into account: plot structure character development techniques language choices point of view	2. Possessive pronouns 3. Commas and semicolons in a list 4. Parenthesis for adding information 5. Question, statement, command, exclamation **Week 4** 1. Identify features of non-chronological report. 2. Identify facts about Gibbons/ orangutans 3. Create a wordbank using waggols. 4. Plan and draft a non-chronological report. 5. Evaluate and edit.	• Read and compare a few informal letters. • Identify characters feelings – using a mindmap • Research information using the text, books, internet and other sources of information. • Mindmap ideas to form paragraphs. • Identify headings and subheadings.		• Use higher level punctuation – commas, dashes, semi-colons, correctly punctuated speech • Use informal language • Evaluate and improve
			• Group similar ideas together. • Use ISPACE to create complex sentences. • Use conjunctions to link ideas in paragraphs and	
	Week 5 1. Create a character description of Kensuke **Week 6 – 7** 1. Research how volcanoes are created. 2. Write an explanation text on how volcanoes are created. **Week 8**	• Read and compare a few instructional texts. • Plan and write an explanation of how volcanoes are formed. • **Time conjunctions** • **Chronological order.** • • **Create powerful vocabulary lists**	• Plan ideas using a toolkit. • **Link similar ideas together.** • • **Investigate syllables.** •	• Use a wide range of punctuation – parenthesis, colon, semi-colon, dash • Evaluate and improve • **Share and evaluate.**

	1. Create a Haiku poem 2. Read a variety of Haiku poems 3. Explore vocabulary.	• **Explore figurative language.**		
			• 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?