

<b>Fordcombe CEP Medium Term Planning</b>	<b>Class: Oak</b>	<b>Term: Spring 2026-26</b>
<b>Reading</b>		
<p>Increase familiarity with a range of books;  Identify themes and conventions and compare these across books they have read;  Prepare play scripts to read aloud;  Show understanding through intonation, tone, volume and action;  Discuss words and phrases that capture readers' interest and imagination;  Draw inferences about characters' feelings, thoughts, emotions and actions.  Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p>		
<b>Spoken Language</b>		
<p>Maintain attention and participate actively in collaborative conversations, responding to comments  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Listen and respond appropriately to adults and peers  Articulate and justify answers and opinions  Use spoken language to develop understanding through speculating, imagining and exploring ideas  Participate in discussions, presentations, performances and debates  Consider and evaluate different viewpoints, attending to the contributions of others  Select and use appropriate registers for effective communication  Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama  Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
<b>Writing transcription / composition</b>		
<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form  Note and develop initial ideas, drawing on reading  Draft and write by selecting appropriate grammar and vocabulary  In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action  Use a range of devices to build cohesion within and across paragraphs  Evaluate and edit by proposing changes to vocabulary, grammar and punctuation  Proof-read for spelling and punctuation errors  Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>		

W/B	Years 5 & 6				
	Texts and Genre	Grammar	Punctuation	Spellings	Group Guided Reading
					All year: <ul style="list-style-type: none"> <li>- to read and discuss a wide range of genres; asking questions to improve understanding</li> <li>- to read books that are structured in different ways and written for a range of purposes</li> <li>- making comparisons between books</li> <li>- to recommend books to peers, giving reasons for choices</li> <li>- check that the book makes sense to them</li> <li>- discuss how authors use language, structure and presentation to contribute to meaning</li> </ul>
6/1/26	INDEPENDENT WRITING	<ul style="list-style-type: none"> <li>Recap of coordinating and subordinating conjunctions</li> <li>use <b>connectives</b> more effectively to link sentences and paragraphs, to improve fluency of writing and <b>cohesion</b> of the whole piece (<i>sticking together</i>);</li> </ul>	<ul style="list-style-type: none"> <li>Using appropriate punctuation if starting sentences with subordinate clauses</li> </ul>	/er/ as in kerb  <ir, ur, er, or, ar, ear, our, err, ere, eur>	VIPERS style reading comprehension. Spelling practice. Handwriting.
12/1/26	<u>Tales of the Caribbean</u>  Fact file	<ul style="list-style-type: none"> <li>Active and passive voice recap</li> <li>Subjunctive voice</li> <li>Headings / sub-headings</li> <li>Technical language / glossary</li> <li>Formal language</li> </ul>	<ul style="list-style-type: none"> <li>use the term <b>parenthesis</b> for an embedded clause of extra information; become familiar with ways to punctuate this using <b>commas, brackets or dashes</b>;</li> </ul>	/ow/ as in cow <ow, ou, ough>	VIPERS style reading comprehension. Spelling practice. Handwriting.
19/1/26	<u>Tales of the Caribbean</u>  Poetry: calligrams, acrostic, haikus	<ul style="list-style-type: none"> <li>Using appropriate and effective figurative language to add description to writing</li> <li>Similes, metaphors, personification, onomatopoeia, alliteration, hyperbole, idioms</li> </ul>	<ul style="list-style-type: none"> <li>recognise that <b>commas</b> and full stops can be used to change pace and rhythm of poetry</li> <li>consider higher level punctuation and the effect this has</li> </ul>	/or/ as in pour  <or, ore, augh, aw, a, ar, al, ough, au, our, oar>	VIPERS style reading comprehension. Spelling practice. Handwriting.
26/1/26	<u>Tales of the Caribbean</u>  Informal letter	<ul style="list-style-type: none"> <li>ensure correct identification of the <b>main clause</b> and <b>subordinate clause</b> in a <b>sentence</b>; explore different order in own writing; discuss effect of changes;</li> <li>be able to identify <b>formal</b> and <b>informal</b> styles; begin to be able to use formal Standard English;</li> </ul>	<ul style="list-style-type: none"> <li>recognise a <b>parenthesis</b> within a sentence (embedded clause) and know how to punctuate this accurately, with <b>commas, dashes or brackets</b>;</li> </ul>	/f/ as in phonics  <f, ff, gh, ph, pph>	VIPERS style reading comprehension. Spelling practice. Handwriting.

		<ul style="list-style-type: none"> <li>use <b>expanded noun phrases</b> in writing, to convey precise information: <i>e.g. The horse which jumped over the fence</i> won the race</li> </ul>			
2/2/26	<u>Tales of the Caribbean</u>  <b>Instructional writing</b>	<ul style="list-style-type: none"> <li>Colons / semi-colons</li> <li>imperative verbs</li> <li>Time conjunctions (firstly, secondly...)</li> <li>Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>to use a colon to introduce a list</li> <li>show also that a semi-colon can divide long items in a list</li> <li>bullet points for items in a list</li> </ul>	/jj/ as in jump  <j, g, ge, dge>	VIPERS style reading comprehension. Spelling practice. Handwriting.
9/2/26	<b>Assessment Week / Mock SATs</b> <b>Spellings for assessment week: /g/</b> <b>as in get</b> <b>&lt;g, gg, gh, gu, gue&gt;</b>				
<b>HALF TERM</b>					
23/2/26	<u>Tales of the Caribbean</u>  <b>Narrative writing</b>	<ul style="list-style-type: none"> <li>effective setting and character descriptions</li> <li>using devices to enhance cohesion in writing (pronouns, repeated words/phrases)</li> <li>relative clauses and expanded noun phrases for description.</li> </ul>		/k/ as in kick  <c, ck, k, ch, cc, q>	VIPERS style reading comprehension. Spelling practice. Handwriting.
2/3/26	<u>Tales of the Caribbean</u>  <b>Recount / diary writing</b>	<ul style="list-style-type: none"> <li>Determiners</li> <li>Coordinating and subordinating conjunctions recap</li> <li>use <b>connectives</b> more effectively to link sentences and paragraphs, to improve fluency of writing and <b>cohesion</b> of the whole piece (<i>sticking together</i>);</li> <li>Expanded noun phrases / adjectives</li> </ul>	Using appropriate punctuation if starting sentences with subordinate clauses	/l/ as in lip  <l ll al el il le ol>	VIPERS style reading comprehension. Spelling practice. Handwriting.
9/3/26	<u>Tales of the Caribbean</u>  <b>Persuasive argument</b>	<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Formal persuasive language</li> <li>be able to identify <b>formal</b> and <b>informal</b> styles; begin to be able to use formal Standard English;</li> <li>active / passive</li> <li>subjunctive voice</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to punctate sentences appropriately when using fronted adverbials</li> <li>To use semi-colons for opposing views and</li> </ul>	/m/ as in man  <m, mm, me, mme, mb, mn, gm>	VIPERS style reading comprehension. Spelling practice. Handwriting.

		<ul style="list-style-type: none"> <li>convincingly use <b>persuasive language</b> in writing, to convey ideas</li> <li>Using adverbs of conjunction (however, moreover, furthermore)</li> </ul>	with adverbs of conjunction		
16/3/26	<u>Tales of the Caribbean</u> <b>Non-chronological report</b>	<ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Headings / sub-headings</li> <li>Technical language / glossary</li> <li>Formal language</li> </ul>	<ul style="list-style-type: none"> <li>use the term <b>parenthesis</b> for an embedded clause of extra information; become familiar with ways to punctuate this using <b>commas, brackets or dashes;</b></li> </ul>	/n/ as in nose <n nn ne gn kn>	VIPERS style reading comprehension. Spelling practice. Handwriting.
23/3/26	<u>Tales of the Caribbean</u> <b>Formal letter</b>	<ul style="list-style-type: none"> <li>Correct layout for genre</li> <li>Formal persuasive language</li> <li>be able to identify <b>formal</b> and <b>informal</b> styles; begin to be able to use formal Standard English;</li> <li>convincingly use <b>persuasive language</b> in writing, to convey ideas</li> <li>Using adverbs of conjunction (however, moreover, furthermore)</li> </ul>	<ul style="list-style-type: none"> <li>Different types of adverbs</li> <li>Modal verbs / adverbs</li> <li>Revision of recognising <b>parenthesis</b> within a sentence (embedded clause) and know how to punctuate this accurately, with <b>commas, dashes or brackets;</b></li> </ul>	/r/ as in rose <r, rr, rh, wr>	VIPERS style reading comprehension. Spelling practice. Handwriting.
30/3/26	<u>Tales of the Caribbean</u> <b>Narrative writing</b>	<ul style="list-style-type: none"> <li>effective setting and character descriptions</li> <li>using devices to enhance cohesion in writing (pronouns, repeated words/phrases)</li> <li>relative clauses and expanded noun phrases for description.</li> </ul>		/s/ as in sing <s, ss, sc, c, ce, se, st>	VIPERS style reading comprehension. Spelling practice. Handwriting.