

Fordcombe CEP Medium Term Literacy Planning	Class: Oak	Term: Spring 2024-2025
Reading		
<i>Increase familiarity with a range of books;</i> <i>Identify themes and conventions and compare these across books they have read;</i> <i>Prepare play scripts to read aloud;</i> <i>Show understanding through intonation, tone, volume and action;</i> <i>Discuss words and phrases that capture readers' interest and imagination;</i> <i>Draw inferences about characters' feelings, thoughts, emotions and actions.</i> <i>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.</i>		
Spoken language		
<i>Maintain attention and participate actively in collaborative conversations, responding to comments</i> <i>Ask relevant questions to extend their understanding and build vocabulary and knowledge</i> <i>Listen and respond appropriately to adults and peers</i> <i>Articulate and justify answers and opinions</i> <i>Use spoken language to develop understanding through speculating, imagining and exploring ideas</i> <i>Participate in discussions, presentations, performances and debates</i> <i>Consider and evaluate different viewpoints, attending to the contributions of others</i> <i>Select and use appropriate registers for effective communication</i> <i>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</i> <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i>		
Writing transcription / composition		
<i>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</i> <i>Note and develop initial ideas, drawing on reading</i> <i>Draft and write by selecting appropriate grammar and vocabulary</i> <i>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</i> <i>Use a range of devices to build cohesion within and across paragraphs</i> <i>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</i> <i>Proof-read for spelling and punctuation errors</i> <i>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</i>		

W/B	Texts & Genres	Year 5 & 6		
		Grammar	Punctuation	Spelling
6.1.25	Viking Boy Diary writing	- Determiners - Coordinating and subordinating conjunctions recap - use connectives more effectively to link sentences and paragraphs, to improve fluency of writing and cohesion of the whole piece (<i>sticking together</i>); - Expanded noun phrases / adjectives	Using appropriate punctuation if starting sentences with subordinate clauses	Spelling assessments – Yr 5 & 6 Word lists
13.1.25	Viking Boy Non-chronological report (research and plan)	- Active and passive voice - Headings / sub-headings - Technical language / glossary - Formal language	use the term parenthesis for an embedded clause of extra information; become familiar with ways to punctuate this using commas, brackets or dashes;	Spellings are adapted for each individual child.
20.1.25	Viking Boy Non-chronological report (write)	- Subjunctive form - Active and passive voice - Headings / sub-headings - Technical language / glossary - Formal language	recognise a parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets;	Spellings are adapted for each individual child.
27.1.25	Viking Boy Poetry (creating imagery using figurative language)	- Using appropriate and effective figurative language to add description to writing - Similes, metaphors, personification, onomatopoeia, alliteration, hyperbole, idioms		Spellings are adapted for each individual child.
3.2.25	Viking Boy Newspaper report (plan)	- cohesive devices (adverbials, repeated words, synonyms, pronouns.) - be able to identify formal and informal styles; begin to be able to use formal Standard English; - convincingly use persuasive language in writing, to convey ideas	- to show a variety of uses for semi-colons - to use a colon to introduce a list - show also that a semi-colon can divide long items in a list; - revise use of the colon before a list.	Spellings are adapted for each individual child.
10.2.25	Viking Boy Newspaper report (write)	- cohesive devices (adverbials, repeated words, synonyms, pronouns.) - bullet points / sub-headings - be able to identify formal and informal styles; begin to be able to use formal Standard English; - convincingly use persuasive language in writing, to convey ideas	use the semi-colon to mark a bigger pause than a comma, separating two sentences which are closely linked in context: <i>e.g. The journey was very long; we all fell asleep.</i>	Spellings are adapted for each individual child.

HALF TERM

24.2.25	Viking Boy Instructional writing	- Colons / semi-colons - Imperative verbs - Time conjunctions (firstly, secondly...) - Modal verbs - Relative clauses	- to use a colon to introduce a list - show also that a semi-colon can divide long items in a list - bullet points for items in a list	Spellings are adapted for each individual child.
3.3.25	Viking Boy Informal letters	- ensure correct identification of the main clause and subordinate clause in a sentence; explore different order in own writing; discuss effect of changes; - be able to identify formal and informal styles; begin to be able to use formal Standard English; use expanded noun phrases in writing, to convey precise information: <i>e.g. The horse which jumped over the fence</i> won the race	recognise a parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets;	Spellings are adapted for each individual child.
10.3.25	Viking Boy Poetry (calligrams etc.)	- Using appropriate and effective figurative language to add description to writing - Similes, metaphors, personification, onomatopoeia, alliteration, hyperbole, idioms (ASSESSMENTS)	(ASSESSMENTS)	Spellings are adapted for each individual child.
17.3.25	Viking Boy Persuasive argument writing	- Apostrophes - Formal persuasive language - be able to identify formal and informal styles; begin to be able to use formal Standard English; - convincingly use persuasive language in writing, to convey ideas - Using adverbs of conjunction (however, moreover, furthermore)	- To understand how to punctate sentences appropriately when using fronted adverbials - To use semi-colons for opposing views and with adverbs of conjunction	Spellings are adapted for each individual child.
24.3.25	Viking Boy Persuasive argument writing	- Correct layout for genre - Formal persuasive language - be able to identify formal and informal styles; begin to be able to use formal Standard English; - convincingly use persuasive language in writing, to convey ideas - Using adverbs of conjunction (however,	- Different types of adverbs - Modal verbs / adverbs - Revision of recognising parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets;	Spellings are adapted for each individual child.

		moreover, furthermore)		
31.3.25	Viking Boy Recount writing	• Language and vocabulary specifically chosen for the topic to convey emotion, thoughts and feelings • Correct and consistent tense and person • Time conjunctions are used to sequence events logically	• Commas are used after fronted adverbials	Spellings are adapted for each individual child.