

Fordcombe CEP Medium Term Literacy Planning	Class: Oak	Term: Autumn 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
3.9.24	Independent Writing	Recap of features of writing	Recap of punctuation	Spellings are adapted for each individual child.
9.9.24	Journey to the River Sea Diary writing	- 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	Spellings are adapted for each individual child.
16.9.24	Journey to the River Sea Figurative language	- Using appropriate and effective figurative language to add description to writing - Similes, metaphors, personification, onomatopoeia, alliteration, hyperbole, idioms	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.
23.9.24	Journey to the River Sea Informal letter writing	- 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 won the race</i>	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.
30.9.24	Journey to the River Sea Speech / dialogue	- develop confidence to identify reported speech (indirect) and direct speech; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i> - revise identification of direct speech and reported/indirect speech; use accurately in independent writing; - use a variety of layouts when writing speech	- appropriate speech punctuation is used - no comma splices for split speech	Spellings are adapted for each individual child.
7.10.24	Journey to the River Sea Persuasive, formal letter	- 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.

14.10.24	Journey to the River Sea Persuasive, formal letter	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.
21.10.24	Journey to the River Sea Rhyming poetry	- Using appropriate and effective figurative language to add effect in poetry - Similes, metaphors, personification, onomatopoeia, alliteration, hyperbole, idioms	- To identify rhyme and rhythm and discuss the effect it creates - To use a regular rhyming pattern to structure our own rhyming poems - To discuss how punctuation affects the flow of poetry	Spellings are adapted for each individual child.
HALF TERM				
4.11.24	Journey to the River Sea Character and setting descriptions	- To recap apostrophes for contraction and possession - Understand the differences between singular and plural possession - To effectively use apostrophes in writing descriptive passages	- To correctly use apostrophes for possession (including plural possession) - To correctly use apostrophes for contraction	Spellings are adapted for each individual child.
11.11.24	Journey to the River Sea Stories with flashbacks	To use fronted adverbials in writing (ISPACED sentence openers)	To understand how to punctate sentences appropriately when using fronted adverbials	Spellings are adapted for each individual child.
18.11.24	Journey to the River Sea Stories with flashbacks	ASSESSMENTS - To use fronted adverbials in writing (ISPACED sentence openers) - Include figurative language, expanded noun phrases - Introduce the idea that a relative clause begins with: <i>who, which, where, why, that, whose</i> - know that relative clauses begin with <i>who, which, where</i> etc;	To understand how to punctate sentences appropriately when using fronted adverbials	Spellings are adapted for each individual child.

25.11.24	Journey to the River Sea Newspaper reports	- To use different types of adverbs in our writing - Introduce the idea that a relative clause begins with: <i>who, which, where, why, that, whose</i> - know that relative clauses begin with who, which, where etc; - to use the correct layout and features of newspaper writing (headings, sub-headings, orientation, re-orientation) and appropriate verb tenses.	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.
2.12.24	Journey to the River Sea Newspaper reports	- To understand that modal verbs and modal adverbs convey ideas of possibility - Introduce the idea that a relative clause begins with: <i>who, which, where, why, that, whose</i> - know that relative clauses begin with who, which, where etc; - to use the correct layout and features of newspaper writing (headings, sub-headings, orientation, re-orientation) and appropriate verb tenses.	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.
9.12.24	Journey to the River Sea Stories from a different perspective	- develop confidence to identify reported speech (indirect) and direct speech; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i> - revise identification of direct speech and reported/indirect speech; use accurately in independent writing; - use a variety of layouts when writing speech	Recap what has been covered this term	Spellings are adapted for each individual child.
16.12.24	Journey to the River Sea Stories from a different perspective	- develop confidence to identify reported speech (indirect) and direct speech; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i> - revise identification of direct speech and reported/indirect speech; use accurately in independent writing; - use a variety of layouts when writing speech	Recap what has been covered this term	Spellings are adapted for each individual child.