



English Medium-Term Plan – Autumn 2

Half-term plan for topic/book	<i>English – Shine bright</i>
Book to read to the class	<i>Blitz by Robert Westall</i>
Reading aims	<i>These include: to identify themes with our novel; make links between historical and modern-day vocabulary. To identify evidence in a story which can be used to support comprehension and also to provide ideas for writing. To identify language to persuade and to identify descriptive words and phrases. To develop the key skills linked to comprehension</i>
Year group: Six	Reading: decoding and comprehension <i>These can be oral outcomes. They do not have to be written</i>
Week 1	<p>Key Skill – Prediction & Inference</p> <p>Lesson 1</p> <p>Exploring our new novel cover</p> <p>Ask children to define the terms inference and prediction ensuring they can remember the difference</p> <p>Children to work with a partner to record their predictions and inferences about our new novel based on the cover – look for similarities, differences and clues</p> <p>Children to record their ideas around the covers in their books</p> <p>Lesson 2</p> <p>Children to use skills from Lesson 1 to complete independent inference/prediction activities – children to infer information from the text and write answers in clear developed sentences</p> <p>Mrs Rowntree – work with a focus group to develop answers in full sentences using the words from the questions to form answers</p>
Week 2	<p>Key Skill – Summarising</p> <p>Lesson 1</p> <p>Recap on the meaning of summarising – can children remember the difference between a summary and a retell?</p> <p>Text to read as a group – can children identify the – who? What? Where? When? Why? How? for their text – compare the ideas as a whole class – did we identify the same main points to summarise? Complete summary task 'In a nutshell'</p> <p>Differentiated texts to read to summarise key points – LAP support</p> <p>Lesson 2</p> <p>Children to develop their PEE skills linked to reading and summarising a text – ensure all abilities answer in full sentences and use evidence linked to their reading</p>

<p>Week 3</p>	<p>Key Skill – Retrieval</p> <p>Lesson 1</p> <p>Focus on the meaning of retrieval</p> <p>Non-fiction information to be used as a focus for retrieval of information</p> <p>Discuss how the features of non-fiction can help us to locate the information quickly – use of skim and scan from previous week</p> <p>Develop use of retrieval in fiction texts – can children find the key information required by simply retrieving information from the text given?</p> <p>Lesson 2</p> <p>Children to use skills from Lesson 1 to complete independent retrieval activities</p> <p>Focus on text – can children read the text and find the answers within the text to answer questions</p> <p>Mrs Rowntree – work with a focus group developing skills of scanning and skimming to aid retrieval of facts</p>
<p>Week 4</p>	<p>Key Skill – Developing the use of evidence in answers</p> <p>Lesson 1</p> <p>Children to have time to read an extract of a text</p> <p>Ask children questions which has direct evidence in the text – can they find the evidence and highlight it within the text</p> <p>Move on to inferred information – can children find the evidence which helps them to support the evidence inferred</p> <p>Model how to write answers using PEE – explore how to add detail to answers using PEE</p> <p>Lesson 2</p> <p>Children to develop their use of PEE by reading a text and answering questions independently – ensure answer structure is clear and the main points are explained fully</p>
<p>Week 5</p>	<p>Key skill – to develop pace when reading a text and answering questions</p> <p>Lesson 1 & 2</p> <p>Focus on developing the speed which we read – children to underline key information in the text as they read – mixture of teacher led reading and independent reading to develop skills</p> <p>Children to answer questions based on what they have read</p> <p>Work with children to develop the pace in which they answer questions but also focus on the accuracy of the information included</p>
<p>Week 6</p>	<p>Key skills – to prepare a play to read aloud to an audience</p> <p>Lesson 1 & 2</p>

Explore play as a class based on WW2 evacuees – discuss the main themes of the play – can we make predictions about what will happen

How is the play supposed to be read?

How do we know based on what we read – identify the main parts of the play and grammatical features and highlight the structure

Children to work in groups to perform the play – record if possible