



English Medium-Term Plan – Autumn 1 2021

Half-term plan for topic/book	<i>English – It's Electric</i>
Book to read to the class	<i>Percy Jackson and the lightning thief</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>
First week back	<p>EP - Key Skills – Prediction & Inference</p> <p>Recap on the meaning of the different VIPERS</p> <p>Explore different book covers for our new class novel – children to make predictions and inferences based on what they can see and clues they are given</p> <p>Discuss similarities and differences in predictions and information inferred from the various images – can we find evidence to agree or disagree with the views of others?</p>
Week 2	<p>JK - Key Skill – Explaining and Using P.E.E effectively</p> <p><u>Lesson 1</u></p> <p>Explain what P.E.E stands for – POINT EVIDENCE EXPLAIN. Show how it helps show a deeper understanding in reading.</p> <p>Use the activity “Cool or Uncool” to encourage children to identify the evidence and explain it fully. Children given a short text to read and then a selection of statements. They then have to decide whether each is true or false (cool or uncool) and explain how they can prove this.</p>
	<p>EP - Key Skill – Who, What, Where, When, Why and How</p> <p>Lesson 2</p> <p>Read to target page in Percy Jackson – can children use the key skills from the lesson to predict what they think will happen next – write on post it notes – can children show a use of the skills of prediction when creating their ideas?</p> <p>Focus on use of reading display to generate ideas and questions linked to our novel – children to begin to think about the upcoming events in the novel and answer the questions of – who, what, where, when, why and how – ideas to be added to our classroom display</p>
Week 3	<p>JK - Key Skill – Vocabulary and Inference. Effectiveness of language choice.</p> <p><u>Lesson 1</u></p> <p>Read the story of “Bedd Gelert.” Discuss the impact and encourage children to explain their feelings and ideas. Go on to show that the powerful language choices have played a huge part in creating the impact and the overall effectiveness of the story.</p> <p>Children go through the text and highlight powerful language. Bring class together and discuss some examples identified. WHY are they effective? What does it INFER about the</p>

	<p>character, action, scene? Children then use P.E.E skills to explain their chosen vocabulary.</p>
	<p>EP - Key Skill – Inference Lesson 2 Recap on the meaning of prediction from last week – can children remember the difference between inference and prediction? Children to complete task focusing on inferring information based on clues and evidence in the text and images associated with setting Children to complete group task using key skills taught in lesson</p>
Week 4	<p>JK - Key Skill – Inference and Retrieval. Using Inference and deduction skills to find clues about characters. <u>Lesson 1</u> Read the short text “You can do it” together. Discuss the story and use retrieval skills to note the key information. What is the children’s opinion of the main character? Why do they feel this? Encourage them to use the clues in the text and inference and deduction to explain their thoughts. Children write a character description of Fiona, using the clues in the text to justify their points.</p>
	<p>EP - Key Skill – Vocabulary Lesson 2 Ensure children understand the meaning of the term vocabulary Explore a variety of text extracts as a group – children to use scanning and skimming skills to find key words – explore hints as a class of how to find words in a larger piece of text Explore using the clues in the text to help us to work out the meaning of words – share ideas how we can look for clues – which words help us? Which words can we ignore?</p>
Week 5	<p>JK - Key Skill – Vocabulary and Imagery in Poetry. <u>Lesson 1</u> Read the poem “The River’s Story” and discuss the meaning of personification and its effectiveness in this poem. Annotate the poem, identifying effective language choices, descriptive devices etc. Selection of questions to show the understanding of the poem. Encourage the use of P.E.E. in their answers.</p>
	<p>EP - Key Skill – Retrieval Lesson 2 Focus on the meaning of retrieval Non-fiction information to be used as a focus for retrieval of information Discuss how the features of non-fiction can help us to locate the information quickly – use of skim and scan from previous week Develop use of retrieval in fiction texts – can children find the key information required by simply retrieving information from the text given? Children to answer questions using</p>

	retrieval skills as main focus
Week 6	<p>JK - Key Skill – Vocabulary – positive and negative language choices to establish mood.</p> <p><u>Lesson 1</u></p> <p>Read the short story “Thespina and the Scorpion.”</p> <p>Discuss the plot, language choices, use of imagery and description etc. How has the mood been established in the opening paragraph? Children highlight examples of both positive and negative language choices in the text. Encourage use P.E.E. to explain the effectiveness of some chosen examples.</p>
	<p>EP - Key Skill – Summarise</p> <p>Lesson 2</p> <p>Focus on the meaning of summarising – why would we need this skill in everyday life? When would we use summarising? Who would use it?</p> <p>Explore summarising within given amounts of words – use of a text to summarise in so many words and then reduce the number of words which can be used</p> <p>Introduce ‘In a nutshell’ to support summarising</p>
Week 7	<p>JK - Key Skill – Vocabulary and Inference in Poetry</p> <p><u>Lesson 1</u></p> <p>Read “City Jungle” by Pie Corbett. How has the poet set the mood/atmosphere of this poem? Is it a positive or negative place to be? Justify reasons. Discuss use of figurative language/devices for effect eg alliteration.</p> <p>Children answer this question as fully as they can, referring to the poem and using P.E.E. to extend their points.....“What does the poem make you think the city is like?”</p>
	<p>EP - Key Skill –</p> <p>Lesson 2</p> <p>Focus on the meaning of compare, contrast and comment</p> <p>Look at question examples – what are the similarities and differences? Which vocabulary within the questions tells us the type of question it is?</p> <p>Use of film clips and extracts linked to class novel – can we compare and contrast?</p>