



English Medium-Term Plan – Autumn 2

Half-term plan for topic/book	<i>English – Shine bright</i>
Book to read to the class	<i>War Horse by Michael Morpurgo</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. To ensure vocabulary is defined in a historical context.</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>JK – Key Skill – VIPERS. Cover lesson (linked to our short story “Vortexia”)</p> <p>Lesson 1.</p> <p>“The Time Machine” by H.G.Wells.</p> <p>Read text then answer questions using VIPERS skills.</p>
	<p>EP – Key Skill -</p> <p>Lesson 2</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 independently</p>
Week 2	<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>(Not covered last term)</p>

	<p>EP – Key Skill – VIPERS based on an image</p> <p>Lesson 2</p> <p>Explore image linked to World War 1 – discuss the image and what it tells us about the events of the time – link to our novel and to historical information – linked VIPERS to image during whole class activity</p> <p>Children to use VIPERS skills to explore a further image. Children to make predictions to create a context for the image. Children to infer information. Children to create a vocabulary shower linked to the image. Children to retrieve key facts from the image. Children to then answer questions linked to the skill of P.E.E. children to create questions about the image to show their thinking and explore what they wonder</p>
<p>Week 3</p>	<p>JK – Key Skill - VIPERS: Infer, Explain, Vocabulary in Poetry</p> <p>Lesson 1</p> <p>Read “Scarlet Poppies” by Pie Corbett. Discuss the meaning behind the poem. How is it linked to our class novel “Warhorse?” Look at the imagery used and discuss its effectiveness. How has the poet structured the poem? Why has he done this? Discuss the message of hope at the end.</p> <p>P.E.E type questions set on the poem. Emphasise the importance of an extended explanation to show evidence of full understanding</p> <hr/> <p>EP – Key Skill – Retrieval</p> <p>Lesson 2</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 lessons work – explore and recap features of nonfiction texts and label as a class</p> <p>Children to complete task focused on retrieving and presenting information found in a nonfiction text focused on WW1</p>
<p>Week 4</p>	<p>JK – Key Skill - VIPERS: Infer, Explain, Vocabulary in Poetry</p> <p>Lesson 1</p> <p>Read “Wind” by Ted Hughes. Discuss the use of imagery especially the use of metaphor. Identify and explain strong vocabulary choices used to imply violence and power. Look at the poem’s structure and order of the words in certain lines. Why has the poet chosen to do this?</p> <p>P.E.E type questions set on the poem. Emphasise the importance of an extended explanation to show evidence of full understanding</p> <hr/> <p>EP – Key Skill – Point, Evidence and Explain</p> <p>Lesson 2</p> <p>Recap on the events of our class novel so far</p> <p>Children to complete an ‘In a nutshell’ summary sheet to focus information</p>

	Children to answer questions based directly on War Horse using VIPERS skills and linking in Point, Evidence, Explain to add detail to answers and show a clear understanding
Week 5	<p>JK – Key Skill - VIPERS: Infer, Explain, Vocabulary in Poetry</p> <p>Lesson 1</p> <p>Read “The Thought Fox” by Ted Hughes. Discuss the use of the extended metaphor and its impact on the reader. Look at the use of repetition in the poem – why has the poet used this? What is it inferring?</p> <p>P.E.E type questions set on the poem Emphasise the importance of an extended explanation to show evidence of full understanding</p>
	<p>EP – Key Skill – VIPERS</p> <p>Lesson 2</p> <p>Focus on reading at pace and ensuring meaning is gathered when reading</p> <p>Children to read at text linked to WW1 – children to identify key vocabulary and define using dictionaries where appropriate</p> <p>Children to answer key questions to show understanding of their text. Children to answer in detail and ensure skills of VIPERS are used to structure answers and present detailed information where required</p>
Week 6	<p>JK – Key Skill - VIPERS skills using an extract from our class novel “Warhorse.”</p> <p>Lesson 1</p> <p>Read the text together and identify language use, imagery etc. In pairs, Highlight and annotate examples on the text. Look for any clues given by the author so that the reader is “shown” not “told” information.</p> <p>Questions set on the text using our VIPERS skills.</p>
	<p>EP – Key Skill – Compare and contrast</p> <p>Lesson 2</p> <p>Children to watch the DVD adaptation of the novel and make comparisons to the novel</p> <p>Children to present their comparisons Cleary and begin to discuss why certain changes have been made in the film version compared to the novel</p> <p>Children to be given the opportunity to watch the film at the end of term to ensure they have a full understanding</p>