



Year 5/6 Medium-term Plan- Cycle A- Spring One

Grammar focus:

Consolidating-

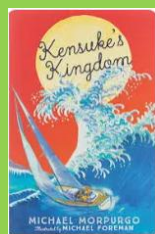
- Noun phrases- modifying adjectives
- Pronouns and nouns for cohesion

New learning-

- Layout devices- poetry
- Synonyms and antonyms
- Hyphens to avoid ambiguity

Spelling focus:

Key text:



Key Writing outcome:

- Narrative
- Descriptive poetry- free verse
- Balanced Argument

Cross curricular vocabulary:

Reading skills:

Cycle 1:

Relate 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole

- At what point did the characters mood change? Justify your answer using the text.
- What caused the characters to change their actions?
- What caused a change in events?
- Explain why _____ and _____?
- Does this story have a moral or a message? Explain how you know using the text.
- Why is _____ important in the story?
- Why do you think the author chose to use _____ to present the information?
- How does the _____ encourage you to read on/find information?
- Where does it tell you that _____?
- Why has the writer written/organised the text in this way?
- In what way do the illustrations support the information?
- Why do you think this information is for?
- What atmosphere is the author trying to create? What words/phrases help to create that feeling?
- Why did the author write this story? Find a group of words to show that ... has changed.
- What has the author done to make you want to read on? Explain your answer using the text.

Relate

Cycle 2:

Explore 2g: Identify and explain how meaning is enhanced through choice of words and phrases

- What does _____ tell you about _____?
- What words have the reader to _____ have on the reader?
- Find and copy words from the text that show _____.
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like _____ to describe _____.
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by "_____"? Explain your answer using this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of _____?
- Quotation from the text. What conclusion does _____ draw from this?

Explore

Comprehension-

Kensuke's Kingdom by Michael Morpurgo

Cycle 3:

Compare 2h: Make comparisons within the text

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the text of the people different as a result of _____?
- How is it similar to _____?
- How is it different to _____?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?
- Give one way...are similar to...
- Give one way...are different from...

Compare

Additional resources:



Use this video to enhance setting description work and to enhance the immersive aspects of descriptive writing and poetry.

<https://www.literacyshedplus.com/en-gb/resource/francis-9-11-en-gb>

Ideas:

<https://authorfy.com/wp-content/uploads/2019/02/Kensukes-Kingdom-Authorfy-Scheme-of-Work-Compressed.pdf>

https://www.michaelmorpurgo.com/wp-content/uploads/sites/2/2023/02/Morpurgo-Month-2023_Kensukes-Kingdom-Pack.pdf

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