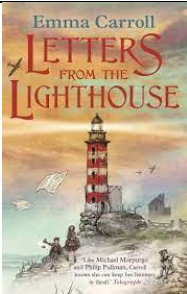
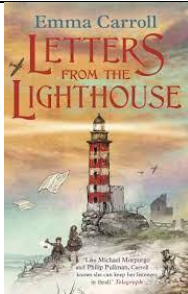
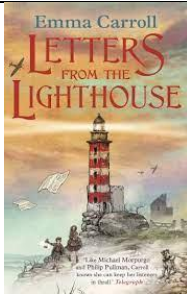
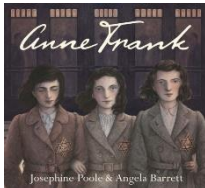


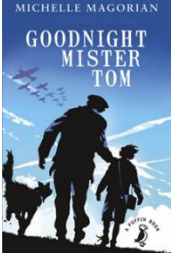

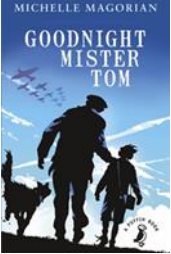
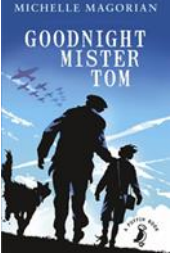
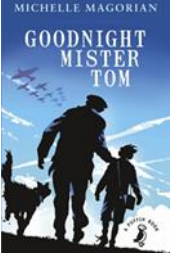



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text
Class Text-Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.							
Writing Outcome	Newspaper report	Newspaper report	Newspaper report	Informal letters	Informal letters	Informal letters	
Reading Skill	Inference	Inference	Inference	Vocabulary	retrieval	Summary	Poetry inference

Medium Term Planning Summer 1- English Y6

Reading Skills Lessons and directed reading for 15 minutes per day. Teacher to allocate pages.							
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<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
Week 1	Inference	Monday – LO: to read fluently. 9-11 Tuesday LO: to read fluently. 21-25 (up to I tell you) Wednesday LO: to infer information from a text. 34-36	Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read the text linked to the topic.	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text.	I can refer to other texts that I have read and compare. I can pick out effective devices that the author uses.	Monday – 12- 21 Tuesday – 25-34 Wed – 36-49 Thursday –54 - 61
		Thursday LO: to infer information from a text. 50- 53 Friday Unseen Text	Children will read a high-quality fiction text and infer information from the vivid descriptions, thoughts, and actions.	I can read the text for meaning. I read the question accurately. I can skim and scan to find the correct part of the text. I can use PEE to answer.	Does it remind you of any other books that you have read? Explain your answer in full. Can you pick devices that Michelle Magorian uses that you feel are effective? Explain how they make you feel.	Friday – during directed reading all make sure that they are up to where others are, and others read for pleasure.
Week 2	Inference	Monday – LO: to read fluently. After the stars on 61 - 63 Tuesday	Children will know the skills to read fluently:	I can phrase accurately using the punctuation in the text.	I can write a summary of the text so far.	Monday – 64 – 71 Tuesday – 76 – 86

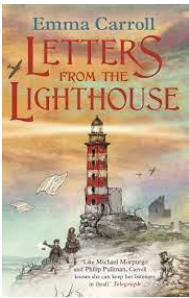
		<p>LO: to read fluently. 72 – 75</p> <p>Wednesday LO: to infer information from a text. 87-89</p> <p>Thursday LO: to infer information from a text. 98-first line of 101 (He felt utterly humiliated.) Friday Assessment</p>	<p>phrasing, intonation, and appropriate pace. They will then apply them and read the text linked to the topic. Children will read a high-quality fiction text and infer information from the vivid descriptions, thoughts, and actions.</p>	<p>I can read at an appropriate rate. I can use intonation to give meaning to the text.</p> <p>I can read the text for meaning.</p> <p>I read the question accurately.</p> <p>I can skim and scan to find the correct part of the text.</p> <p>I can use PEE to answer.</p>	<p>I can compare the character to a character from another text that I have read.</p>	<p>Wed – 90-97</p> <p>Thursday – 101-106</p> <p>Friday – during directed reading all make sure that they are up to where others are, and others read for pleasure.</p>
Week 3	Inference	<p>Monday – LO: to read fluently. 107 – 110 Tuesday 116 – 119 LO: to read fluently. Wednesday LO: to infer information from a text. 130 - 132 Thursday LO: to infer information from a text. 142-144</p>	<p>Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read the text linked to the topic. Children will read a high-quality fiction text and infer information from the vivid descriptions,</p>	<p>I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text.</p> <p>I can read the text for meaning.</p> <p>I read the question accurately.</p>	<p>I can pick out effective devices that the author uses.</p>	<p>Monday – 111-115 Tuesday – 120-129 Wed – 133-141 Thursday – 145 – 156</p> <p>Friday – during directed reading all make sure that they are up to where others are, and others read for pleasure.</p>

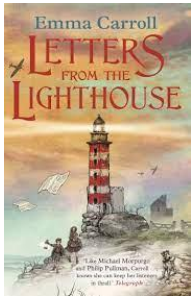
		Friday Assessment	thoughts, and actions.	I can skim and scan to find the correct part of the text. I can use PEE to answer.		
Week 4	Vocabulary	Monday LO: to read fluently. 157 - 161 Tuesday LO: To read fluently. 175-179 Wednesday LO: to answer vocabulary questions. 194 - 197 Thursday LO: to answer vocabulary questions. 206 - 208 Friday: Unseen Text	Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read a fiction text linked to the topic. Children will gain understanding of challenging vocabulary. Consider why the author has used it and write sentences using it.	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text. I can read the question accurately. I can skim and scan the text to find the vocabulary. I can explain the meaning of the vocabulary.	I can use the challenging vocabulary from the text and apply it in a sentence. I can give my personal opinion on the text with reference to other books.	Monday – 162- 174 Tuesday – 180-193 Wed – 197 - 205 Thursday 209 – 221 Friday
Week 5	Retrieval	LO: to read fluently. 221 – 224 LO: to read fluently. 233 – 234	Children will have the skills to read fluently: phrasing, intonation, and appropriate pace. They will then	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate.	I can use the challenging vocabulary from the text and apply it in a sentence.	Monday 225 – 232 Tuesday – 235-243

		LO: to answer retrieval questions. 244 - 247 LO: to answer retrieval questions. 254 - 256	apply them and read a fiction text linked to the topic. Children will recognise and have the skills to answer a range of retrieval questions.	I can use intonation to give meaning to the text. I can read a text for meaning, I can read and understand a question. I can skim and scan the text to find the answer. I can answer a question accurately using the text.	I can summarise what has happened in the text so far.	Wed – 248 –253 Thursday 254 – (257 racist remark) (259 another racist remark) – 260 – check new edition Friday
		Friday Assessment				
Wk 6	Summary	L.O. to read fluently. 261 – 264 L.O. to read fluently. 274 - 277 L.O. to summarise sections of the text. 282 - 285 L.O. to summarise sections of the text 293 - 295	Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read a fiction text linked to the topic. Children will have the skills to	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text. I can read the text fluently for meaning.	I can use challenging vocabulary in my work. I can give my opinion on the text and explain my answer.	Monday 264 -273 (mother commits suicide) Tuesday 278-281 Wednesday 286 – 292 Thursday 296 - 304 Friday

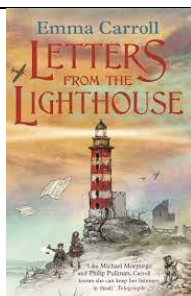
			summarise sections of the text.	I can skim and scan to find the main points. I can write a summary with only the main point and the correct language.		
		Assessment				
Week 7	Inference poetry	Monday – LO: to read fluently. Tuesday LO: to read fluently. Wednesday LO: to infer information from a poem. Thursday LO: to infer information from a poem.	Children will know the skills to read fluently: phrasing, intonation, and appropriate pace. They will then apply them and read the text linked to the topic. Children will read a poem and infer information from the vivid descriptions, thoughts, and actions.	I can phrase accurately using the punctuation in the text. I can read at an appropriate rate. I can use intonation to give meaning to the text. I can read the text for meaning. I read the question accurately. I can skim and scan to find the correct part of the text.	I can make a comparison between two poems. I can share my personal opinion about the poem using evidence from the text	Monday - Book of choice Tuesday - Book of choice Wednesday - Book of choice Thursday - Book of choice Friday - Book of choice

				I can use PEE to answer.		
		Friday Assessment				
Endpoints:	<p>Knowledge: Know more tier 2 and 3 vocabulary. Know more about the 2nd world war To have a greater knowledge of evacuees experience of the second world war I have consolidated many facts from the 2nd world war</p> <p>Skills: Retrieve and record information. Infer meaning from images and text. Reading stamina and fluency Skills to summarise Have a greater range of vocabulary to use in writing and speech</p> <p>Understanding: Understand how to retrieve information. Understand what inference means. To have a greater understanding of how it feels to be an evacuee To understand what those who have lived through a war have gone through</p> <p>Vocabulary: harassed, glanced, awkward, billeting officer, flushed, imminent, declaration of war, poorly clad, blazer, bewildered, obligatory, adamant, evacuated, robust, comparative, alcove, flagstoned floor</p>					

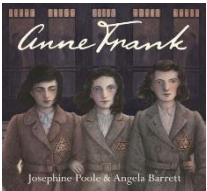
<u>Writing</u>	<u>Skill N/C</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Week 1 	Newspaper reports	Hook/immersion L.O. I can use model verbs to make a prediction.	Make predictions using modal verbs	I can make predictions about the story using model verbs.	I can make predictions about the story using model verbs and justify my answers.	Birmingham toolkit
		LO: Use fronted adverbials for cohesion.	Discuss fronted adverbials. Discuss which fronted adverbials we have used previously. Establish we are going to use fronted adverbials that indicate time – also known as cohesion – to link sentences and events in a report.	I can improve a text by using effective fronted adverbials to show time.	I can improve a text by using effective fronted adverbials to show time. I can use conjunctions to add further information to a sentence.	
		L.O. Use relative clauses	Show a sentence on board and discuss. Show sentence again with relative clause. Discuss difference. Establish we are going to use relative clauses in our own writing.	I can add relative clauses to sentences.	I can add relative clauses to sentences and sometimes omit the relative pronoun.	
		LO: Use punctuation for parenthesis.	Discuss which punctuation types we used yesterday.	I can use punctuation for parenthesis.	I can use punctuation for parenthesis.	

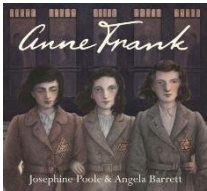
			Discuss parenthesis and the effect it can have. model using punctuation for parenthesis.		I can add fronted adverbials and conjunctions.	
		LO: Use passive sentences to convey information.	Discuss passive sentences and previous learning about using them. Establish we are going to look at them in more depth in a different context. Model writing passive sentences and turning active sentences to passive and passive sentences to active.	I can write active and passive sentences to convey information.	I can write active and passive sentences to convey information. I can omit the by.	
Week 2 	Newspaper reports	LO: Use reported and directed speech.	Show two sentences that are the same except one is reported speech and one is direct speech. Establish in our newspaper reports, we will be using both for variety. Model writing sentence using direct and reported speech.	I can write sentence using direct and reported speech. I can punctuate the sentences correctly.	I can write sentence using direct and reported speech. I can punctuate the sentences correctly. I can include adverbials and reporting clauses.	
		LO: Use reported and directed speech.	Recap on previous learning. Discuss	I can write sentence using direct and	I can write sentence using direct and	

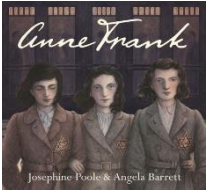
			rules for punctuating direct speech. Give further opportunities to practice writing reported and direct speech as well as punctuating.	reported speech. I can punctuate the sentences correctly.	reported speech. I can punctuate the sentences correctly. I can include adverbials and reporting clauses.	
		LO: Identify the features of a newspaper report	Children will be able to identify the language and grammatical features of a newspaper report. Children to pick out vocabulary they can use in their own writing.	I can identify the grammatical features of a newspaper report.	I can select high-level vocabulary that I wish to use in my own writing.	
		LO: Plan a newspaper report	Children will use what they have learnt to begin planning their own newspaper reports.	I can plan the paragraphs for my own newspaper report.	I can plan the vocabulary that I wish to use.	
		LO: Plan a newspaper report	Children will use what they have learnt to continue planning their own newspaper reports	I can plan the paragraphs for my own newspaper report.	I can plan the vocabulary that I wish to use.	
Week 3	Newspaper reports	LO: To write a stand first for a newspaper report	Children will begin to write their newspaper reports. Recap on what makes a good newspaper report. Gather answers.	I can use the features of a newspaper report to write an effective stand first.	I can use a range of punctuation and fronted adverbials to expand my ideas.	



			Discuss our plan from last week. Teacher models turning plan into a text.			
	LO: To write the body of a newspaper report.	Children will begin to write their diary entry. Discuss misconceptions or suggestions for improvement from previous lesson. Model turning plan into a paragraph.	I can use the features of a newspaper report to write the body of the report.	I can use a range of punctuation and fronted adverbials to expand my ideas.		
	LO: To write the body of a newspaper report.	Children will begin to write their diary entry. Discuss misconceptions or suggestions for improvement from previous lesson. Model turning plan into a paragraph.	I can use the features of a newspaper report to write the body of the report.	I can use a range of punctuation and fronted adverbials to expand my ideas.		
	LO: To write the body of a newspaper report.	Children will begin to write their diary entry. Discuss misconceptions or suggestions for improvement from previous lesson. Model turning plan into a paragraph.	I can use the features of a newspaper report to write the body of the report.	I can use a range of punctuation and fronted adverbials to expand my ideas.		

		LO: To edit and publish a newspaper report.	Children will self and peer edit their newspaper reports. Children to type up newspaper reports using the newspaper template.	I can publish a completed diary entry.	I can publish a completed diary entry.	
Week 4 	Informal letters	LO: To make inferences about a text.	Make predictions using modal verbs	I can make predictions about the story using model verbs.	I can make predictions about the story using model verbs and justify my answers.	
		LO: To Use apostrophes	What are apostrophes. Recap on what we know. Discuss the two ways we use apostrophes. Emphasise that we don't use them for plurals. Discuss how informal contractions are.	I can write a paragraph about Anne Frank using apostrophes.	I can write a paragraph about Anne Frank using apostrophes. Include fronted adverbials and conjunctions	
		LO: Use prepositions and noun phrases	Discuss what prepositions are. Model using prepositions to improve sentences and give the reader more detail and information. Model using them in	I can write a brief diary entry describing the Secret Annex using prepositions and noun phrases.	I can write a brief diary entry describing the Secret Annex using prepositions and noun phrases. I can include fronted adverbials and noun phrases.	

			conjunction with noun phrases and model writing a paragraph.			
		LO: Use subordinating conjunctions.	What are subordinating conjunctions? Discuss and show how they are used. Model using them in a variety of ways in a sentence.	Write descriptive sentences using conjunctions to expand main clauses.	Use conjunctions in a variety of positions for effect.	
		LO: To				
Week 5 	Informal letters	LO: To use the present progressive.	Show two sentences – one using present simple and one using present progressive. Establish the difference and the effect this has. Model using present progressive effectively to show things that began in the past and still continuing.	Write a paragraph about life in the Secret Annex using present progressive.	Include fronted adverbials and a range of conjunctions to expand sentences further.	
		LO: To use hyphens to describe.	Show how hyphens are used and the effect of not using them correctly. Model joining two	Write a paragraph about the Secret Annex using hyphenated words.	Include fronted adverbials and a range of conjunctions to expand sentences further.	

			words to create hyphenated words.			
		LO: To analyse the features of an informal letter.	Children to look at examples of informal letters. Discuss vocabulary used and the layout. What is the purpose of each paragraph? Discuss.	I can identify the features of an informal letter.	I can identify high-level vocabulary I wish to use.	
		LO: Plan an informal letter.	Discuss what Anne Frank might write in a letter to her friend on her first day in the Secret Annex. Model planning ideas for own informal letter.	I can plan my informal letter using the correct features.	I can plan high-level vocabulary that I wish to use.	
Week 6 	Informal letters	LO: To	Children will use their plan to write the introduction to their informal letters and use the correct layout.	I can use my plan to write an informal letter I can use the correct features of an informal letter.	Self-edit and include high-level vocabulary.	
		LO: To	Children will use their plan to write the next section of their letters.	I can use my plan to write an informal letter I can use the correct features of an informal letter.	Self-edit and include high-level vocabulary.	

		LO: To write an informal letter	Children will use their plan to write the next section of their letters.	I can use my plan to write an informal letter I can use the correct features of an informal letter.	Self-edit and include high-level vocabulary.	
		LO: To edit and improve.	Teacher to model improving sentences – add fronted adverbials, expand noun phrases, add clauses etc. Check and improve punctuation use.	I can improve my own informal letter.	I can improve my informal letter including sophisticated language choices.	
		LO: Publish my informal letter.	Children will present their informal letters neatly for display and to be read to each other.	I can publish my informal letter.	I can publish my informal letter.	
Endpoints:	Knowledge: Know how to use clues to describe a character Know that fronted adverbials need a comma. Know how to punctuate direct speech Know how to create a convincing character Know how to create a tone in my writing. Skills: Use a question mark in writing. Use a comma to separate a question tag. Punctuate direct speech. Use adjectives to create noun phrases. Use a range of fronted adverbials to expand sentences. Understanding:					

	<p>There are different types of noun Understand the purpose of different sentence types. Understand the purpose of different text types.</p> <p>Vocabulary: Newspaper report: active and passive sentences, relative clauses, direct speech, reported speech, newspaper report language Informal Letter: hyphens, present progressive, prepositions, noun phrases, subordinating conjunctions</p>
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