

English Medium Term Plan Year 6

<i>Autumn 1 N-F Non-Chronological Reports</i>	<i>Learning Intentions</i>
<p><i>Apples of Iduna – Stories from Other Cultures Viking Saga (3 weeks)</i></p> <ul style="list-style-type: none"> • Personal response • Character study • Write a diary extract as one of the characters • Setting descriptions • Plan, write and publish a version of the story with a change of character, setting and ending • Plan, write and publish a new chapter / extension or sequel to the story <p><i>Non-Fiction – Non-Chronological Report (2 weeks)</i></p> <p><i>Cold to Hot</i></p> <ul style="list-style-type: none"> • Identify features of a non-chronological report • Plan, write and publish a non-chronological report <p><i>History Link: Non-Fiction Vikings and Saxons (2 weeks)</i></p> <ul style="list-style-type: none"> • Plan, write and publish a non-chronological report • Plan, write and publish a fact sheet about Vikings / Longboats • Write instructions for making a Viking longboat 	<p><i>I can innovate and invent a known story.</i></p> <p><i>I can plan, write and publish a story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a diary entry from a character's perspective.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can include a flashback.</i></p> <p><i>I can write a sequel or additional chapter.</i></p> <p><i>I can edit and improve my work.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can proof-read to check for errors in spelling and punctuation.</i></p> <p><i>I can use a dictionary to check the meaning and spelling of words.</i></p> <p><i>I can use a thesaurus.</i></p> <p><i>I can use a wide range of powerful connectives to give order or emphasis.</i></p> <p><i>I can use a range of sentence types, e.g. complex, drop in clause, short sentence etc.</i></p> <p><i>I can consistently use paragraphs for change of setting, time, new character etc.</i></p> <p><i>I can plan out my work, so that it has a clearly defined structure.</i></p> <p><i>I can ensure consistent subject verb agreement.</i></p> <p><i>I can usually use apostrophes for omission and possession, and inverted commas accurately.</i></p> <p><i>I can use a wider range of punctuation, e.g. - ' ; : () ...</i></p> <p><i>I will choose appropriate adventurous vocabulary.</i></p> <p><i>I will develop my ideas in creative and interesting ways.</i></p> <p><i>I will select interesting ways to move my writing forward, e.g. characterisation, dialogue with the audience, flashback / forward etc.</i></p> <p><i>I will be assertive but not confrontational in my persuasive writing.</i></p> <p><i>I will continue to plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.</i></p>
<p><i>Sentence Types:</i></p> <p><i>3 bad – (dash) question?</i></p> <p><i>Personification of Weather</i></p> <p><i>Revise:</i></p>	

<p>Some, others -ing, -ed</p>	
<p>Autumn 2 N-F Explanation</p>	<p>Learning Intentions</p>
<p><i>Street Child – Berlie Doherty – Historical Narratives that Raise Issues (4 weeks)</i></p> <ul style="list-style-type: none"> • Character study • Writing from a character's perspective • Debate – Children being put to work at an early age • Balanced argument for the above • Role-play • Plan, write and publish own version, e.g. change character and setting, including flashbacks. • To plan, write and publish a non-chronological report about Doctor Barnado's children's charity <p>Non-Fiction – Explanation (2 weeks) Industrial Revolution Cold to Hot</p> <p>Link to History</p> <ul style="list-style-type: none"> • Identify features of Explanation texts • Research and plan • Write and publish an explanation text – Steam Engine <p>Poetry – Haiku (1 week)</p> <ul style="list-style-type: none"> • Personal response • Write and publish a range of Haiku 	<p><i>I can write from a character's viewpoint.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can use describing words in my writing to add detail and effect.</i></p> <p><i>I can use talk to debate a given subject.</i></p> <p><i>I can plan and write a balanced argument.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can plan, write and publish a new version of a story, including a flashback.</i></p> <p><i>I can plan and write a non-chronological report, including features.</i></p> <p><i>I can identify features of explanation texts.</i></p> <p><i>I can plan, write and publish an explanation text.</i></p> <p><i>I can identify features of Haikus and I can write a Haiku.</i></p> <p><i>I can spell words with silent letters. I can spell homophones. I can spell words containing a hyphen.</i></p> <p><i>I can spell words with Stage 6 spelling patterns. I can spell Stage 6 key words.</i></p> <p><i>I can use sophisticated connectives e.g. although, nevertheless and however.</i></p> <p><i>I can use a range of complex, compound and simple sentences.</i></p> <p><i>I can use paragraphs to clearly structure and organise my writing.</i></p> <p><i>I can make links between paragraphs.</i></p> <p><i>I can recognise structure and forms of formal writing.</i></p> <p><i>I can use expanded noun phrases to convey meaning.</i></p> <p><i>I can use modal verbs and adverbs to indicate degrees of possibility.</i></p> <p><i>I can accurately use speech punctuation.</i></p> <p><i>I can use commas to mark clauses.</i></p> <p><i>I can accurately use apostrophes for omission and possession.</i></p> <p><i>I can identify the audience for and purpose of the writing and select the appropriate form.</i></p> <p><i>I know and use a range of structures for different genres of writing.</i></p>
<p>Sentence Types:</p>	<p><i>I will select interesting ways to move my writing forwards e.g. characterisation, dialogue, with the audience, flashback/forward, etc.</i></p>

<p>3 bad – (dash) question? Personification of Weather Revise: Some, others -ing, -ed</p>	<p><i>I will choose appropriate, interesting and adventurous vocabulary.</i> <i>I can establish a clear viewpoint.</i> <i>I can vary the length of my sentences to create interest.</i> <i>I can use a wide range of vocabulary for imaginative effect.</i> <i>I can assess the effectiveness of my own and other's writing.</i> <i>I can write legibly, fluently and with increasing speed.</i> <i>I know whether or not to join letters.</i> <i>I can choose the correct writing implement for a task, e.g. quick notes, letters.</i></p>
<p>Spring 1 N-F Discursive</p>	<p>Learning Intentions</p>
<p>Non-Fiction – Discursive Cold to Hot</p> <ul style="list-style-type: none"> • Features of Discursive Text • Identify features of a balanced / biased argument • Plan, write and publish a balanced argument (Current affairs / topical) <p>Kensuke's Kingdom – (4 weeks)</p> <ul style="list-style-type: none"> • Balanced Argument 1 – Should they go? • Letter to friends at home in the role of Michael; • Newspaper – 'Lost Child' • Setting description of Island • Reading comprehension – draw the Island • Character study of Kensuke • Character perspective – rewriting a chapter from the POV of Kensuke; • Biased Argument – Was it right to drop the atomic bombs on Japan? 	<p><i>I can identify features of discursive text.</i> <i>I can plan, write and publish a balanced argument.</i> <i>I can rewrite an extended chapter from the POV of Kensuke, building cohesion.</i> <i>I can write about a character's feelings and actions.</i> <i>I can write an informal letter.</i> <i>I can write a newspaper report.</i> <i>I can write a setting description.</i> <i>I can write a character profile.</i> <i>I can write a biased argument.</i> <i>I can use drama, role-play and ICT to retell a known story.</i> <i>I can spell words with silent letters. I can spell homophones. I can spell words containing a hyphen.</i> <i>I can spell words with Stage 6 spelling patterns. I can spell Stage 6 key words.</i> <i>I can use sophisticated connectives e.g. although, nevertheless and however.</i> <i>I can use a range of complex, compound and simple sentences.</i> <i>I can use paragraphs to clearly structure and organise my writing.</i> <i>I can make links between paragraphs.</i> <i>I can recognise structure and forms of formal writing.</i> <i>I can use expanded noun phrases to convey meaning.</i> <i>I can use modal verbs and adverbs to indicate degrees of possibility.</i> <i>I can accurately use speech punctuation.</i> <i>I can use commas to mark clauses.</i></p>
<p>Sentence Types:</p>	<p><i>I can accurately use apostrophes for omission and possession.</i> <i>I can identify the audience for and purpose of the writing and select the appropriate form.</i></p>

<p><i>Irony</i> <i>Imagine 3 examples</i> <i>Feelings and Dialogue</i> <i>Revision:</i> <i>O. (I) Outside inside.</i> <i>The more, the more</i></p>	<p><i>I know and use a range of structures for different genres of writing.</i> <i>I will select interesting ways to move my writing forwards e.g. characterisation, dialogue, with the audience, flashback/forward, etc.</i> <i>I will choose appropriate, interesting and adventurous vocabulary.</i> <i>I can establish a clear viewpoint.</i> <i>I can vary the length of my sentences to create interest.</i> <i>I can use a wide range of vocabulary for imaginative effect.</i> <i>I can assess the effectiveness of my own and other's writing.</i> <i>I can write legibly, fluently and with increasing speed.</i> <i>I know whether or not to join letters.</i> <i>I can choose the correct writing implement for a task, e.g. quick notes, letters.</i></p>
<p><i>Spring 2 N-F Persuasive Texts</i></p>	<p><i>Learning Intentions</i></p>

*Sherlock Holmes – The Hound of the Baskervilles –
Classic Mystery (3 Weeks)*

- Write a character profile
- Write a setting description of the moors
- Mystery writing – predict and finish mystery.
- Journal writing – Sherlock Holmes journal.
- Biography of Sherlock Holmes
- Plan, write and publish a new adventure mystery for a fictional detective

*Non-Fiction – Persuasive Texts – Advertising Brochures
(2 weeks) Cold to Hot*

- Identify persuasive techniques and presentational devices of Persuasive texts (Advertising brochures)
- Create an advertising brochure for Baskerville Hall
- Identify features of a persuasive letter
- Plan, write and publish a persuasive letter (to Sherlock Holmes or their own detective)

Sentence Types:

Irony

Imagine 3 examples

Feelings and Dialogue

Revision:

O. (I) Outside inside.

The more, the more

I can write a character profile.

I can write a setting description, including atmosphere and suspense.

I can identify features and language of mystery writing.

I can write a journal in character, including detail to interest the reader.

I can research a fictional character and write a biography.

I can plan, write and publish an extended mystery narrative, including all the features.

I can use drama and role-play to develop narratives.

I can identify presentational devices and persuasive techniques.

I can create an advertising brochure.

I can plan, write and publish a persuasive letter.

I can spell words with silent letters. I can spell homophones. I can spell words containing a hyphen.

I can spell words with Stage 6 spelling patterns. I can spell Stage 6 key words.

I can use sophisticated connectives e.g. although, nevertheless and however.

I can use a range of complex, compound and simple sentences.

I can use paragraphs to clearly structure and organise my writing.

I can make links between paragraphs.

I can recognise structure and forms of formal writing.

I can use expanded noun phrases to convey meaning.

I can use modal verbs and adverbs to indicate degrees of possibility.

I can accurately use speech punctuation.

I can use commas to mark clauses.

I can accurately use apostrophes for omission and possession.

I can identify the audience for and purpose of the writing and select the appropriate form.

I know and use a range of structures for different genres of writing.

I will select interesting ways to move my writing forwards e.g. characterisation, dialogue, with the audience, flashback/forward, etc.

I will choose appropriate, interesting and adventurous vocabulary.

I can establish a clear viewpoint.

I can vary the length of my sentences to create interest.

I can use a wide range of vocabulary for imaginative effect.

I can assess the effectiveness of my own and other's writing.

I can write legibly, fluently and with increasing speed.

I know whether or not to join letters.

	<i>I can choose the correct writing implement for a task, e.g. quick notes, letters.</i>
Summer 1 N-F Biography	Learning Intentions
<p>Non-Fiction – Biography (2 weeks) Cold to Hot</p> <ul style="list-style-type: none"> Identify features of biographies Research a chosen personality (Sports person, author, historical or religious figure) Plan, write and publish a biography <p><u>Macbeth (4 weeks)</u></p> <ul style="list-style-type: none"> Personal Response Character Study – MacBeth / Lady Macbeth Balanced argument – to kill or not to kill? Newspaper report – King John murder. Extended Narrative – from POV of _____ Instructions – how to put a spell on Macbeth. Plan, write and publish a biography for Macbeth or Lady Macbeth 	<p><i>I can identify features of biographies.</i> <i>I can plan, write and publish a biography.</i> <i>I can write a character study.</i> <i>I can write a balanced argument, including the features.</i> <i>I can write a newspaper report.</i> <i>I can plan, innovate and invent a known story, including flashbacks.</i> <i>I can plan and write a sequel or additional chapter for a known story.</i> <i>I can include additional information to interest the reader.</i> <i>I can plan, write and publish a balanced argument.</i> <i>To be able to use drama, role-play and ICT to retell a known story.</i> <i>I can spell words with silent letters. I can spell homophones. I can spell words containing a hyphen.</i> <i>I can spell words with Stage 6 spelling patterns. I can spell Stage 6 key words.</i> <i>I can use sophisticated connectives e.g. although, nevertheless and however.</i> <i>I can use a range of complex, compound and simple sentences.</i> <i>I can use paragraphs to clearly structure and organise my writing.</i> <i>I can make links between paragraphs.</i> <i>I can recognise structure and forms of formal writing.</i> <i>I can use expanded noun phrases to convey meaning.</i> <i>I can use modal verbs and adverbs to indicate degrees of possibility.</i> <i>I can accurately use speech punctuation.</i> <i>I can use commas to mark clauses.</i> <i>I can accurately use apostrophes for omission and possession.</i> <i>I can identify the audience for and purpose of the writing and select the appropriate form.</i> <i>I know and use a range of structures for different genres of writing.</i> <i>I will select interesting ways to move my writing forwards e.g. characterisation, dialogue, with the audience, flashback/forward, etc.</i> <i>I will choose appropriate, interesting and adventurous vocabulary.</i> <i>I can establish a clear viewpoint.</i> <i>I can vary the length of my sentences to create interest.</i></p>
<p>Sentence Types: Full range</p>	

	<p><i>I can use a wide range of vocabulary for imaginative effect.</i></p> <p><i>I can assess the effectiveness of my own and other's writing.</i></p> <p><i>I can write legibly, fluently and with increasing speed.</i></p> <p><i>I know whether or not to join letters.</i></p> <p><i>I can choose the correct writing implement for a task, e.g. quick notes, letters.</i></p> <p><i>I will edit and publish my work, including use of ICT.</i></p>
<p>Summer 2 N-F Newspaper Report</p>	<p>Learning Intentions</p>
<p>Poetry - Figurative Language Literacy Shed Budapest (1 week)</p> <ul style="list-style-type: none"> • <i>Creating images using figurative language</i> • <i>Link to Art / Creative</i> <p>Non-Fiction - Newspaper Reports (2 weeks) Cold to Hot</p> <ul style="list-style-type: none"> • <i>Identify features of a newspaper report</i> • <i>To plan, write and publish a newspaper report</i> • <i>To write a headline and a quote</i> <p>Holes - 4 weeks</p> <ul style="list-style-type: none"> • <i>Setting descriptions - bus journey; contrasting with book</i> • <i>Character Study - comparing relationships between characters</i> • <i>Write a sub plot with a flash back- Zero</i> • <i>Writing letter from a character's perspective (Stanley to his Mother)</i> • <i>Newspaper report - Kate's story</i> • <i>Writing to create a specific mood - setting.</i> • <i>Biased argument - close 'Camp Green'</i> 	<p><i>I can respond to and perform a range of poems.</i></p> <p><i>I can identify figurative language in poems.</i></p> <p><i>I can plan, write and publish a poem, using figurative language.</i></p> <p><i>I can identify features of a newspaper report.</i></p> <p><i>I can plan and write a newspaper report, including headline, paragraphs and quotes.</i></p> <p><i>I can include description of characters and setting, for detail and effect.</i></p> <p><i>I can write a sub plot with a flashback.</i></p> <p><i>I can write a letter from a character's perspective.</i></p> <p><i>I can write a newspaper report.</i></p> <p><i>I can write to create a specific mood.</i></p> <p><i>I can plan, write and publish a biased argument.</i></p> <p><i>To be able to use drama, role-play and ICT to retell a story.</i></p> <p><i>I can use a wide range of prefixes and suffixes and know the rules for using these.</i></p> <p><i>I can spell words with silent letters.</i></p> <p><i>I can use a dictionary to check the meaning and spelling of words.</i></p> <p><i>I can write a range of complex sentences using a range of subordinators e.g. although, since, while, if, when, on the other hand.</i></p> <p><i>I can plan my work quickly and effectively with a clear structure.</i></p> <p><i>I can make links between paragraphs and between the beginning and end of my writing.</i></p> <p><i>I can use ellipses in my writing to leave the reader wondering what will happen next.</i></p> <p><i>I can accurately use commas to mark clauses.</i></p> <p><i>I can begin my writing imaginatively to capture the reader's interest, e.g. using similes, vary the length of sentences, flashback / forward etc.</i></p> <p><i>I can establish and maintain a clear viewpoint.</i></p>

<ul style="list-style-type: none"> • <i>Creating a character – a day in the life of</i> 	<p><i>I can use well-chosen verbs, adverbs and adjectives to support my writing style and interest the reader.</i></p>
<p><i>Sentence Types:</i> <i>Full range</i></p>	<p><i>I can use similes and metaphors to add interest.</i></p> <p><i>I can develop tone and voice that speaks to the reader and encourages deeper thinking.</i></p> <p><i>I can leave the reader wanting more.</i></p> <p><i>I can assess the effectiveness of my own and other's writing.</i></p> <p><i>I can write legibly, fluently and with increasing speed.</i></p> <p><i>I know whether or not to join letters.</i></p> <p><i>I can choose the correct writing implement for a task, e.g. quick notes, letters.</i></p> <p><i>I can use ICT to publish and present my work.</i></p>

Recount (2 weeks) To coincide with Creative Curriculum or School Visit. Written by A. Neale-Crane July 2020 (Review Date: July 2022)