



## Medium Term Plan English Year 6 2018-19

Genre		Genre Description	Genre Objectives / Key Skills	
			Reading & Writing	Speaking & Listening
<b>1</b>	<b>Fiction - The Day The Crayons Quit.</b>	Children study text, making predictions, arguing moral points and create their own version/alternative ending.	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books (or text books)</li> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and poetry</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Plan writing by identifying audience and purpose, select appropriate form and use similar writing as models for own writing</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Consider and evaluate different viewpoints.</li> </ul>
<b>WRITING ASSESSMENT</b>				
<b>2</b>	<b>Non-fiction - Are Humans Damaging the Atmosphere?</b>  <i>Fiction - Sariya and the Turtles.</i>	Children compare and contrast to previous fiction text, look at and discuss issues and relate to their own environment.	Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of non-fiction and reference books</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> </ul>

	<p><b><i>Non-fiction – Plastic Ocean Netflix documentary.</i></b></p>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p>Understanding what they read by:</p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language and structure and presentation contribute to meaning</li> <li>• <ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> </li> </ul> <p>Pupils should be taught to:</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p>Select and use appropriate registers for effective communication</p>
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			<ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof-read for spelling and punctuation error</li> </ul>	
<b>3</b>	<b>Non-fiction – Journalistic writing.</b>	Children look at a variety of prepared newspaper stories based on issues discussed during previous unit. They discuss different types, focussing on features and structure of journalistic writing. Children write their own Newspaper story to share with the class.	<ul style="list-style-type: none"> <li>To be able to choose a short, effective title</li> <li>To write an introductory paragraph which provides a strong image and hooks the reader</li> <li>To start the article in a way which answers the questions – Who? What? Where? When? &amp; Why?</li> <li>To organise the writing into many short paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Act as news readers for small news production using iPads</li> <li>Debate moral and social issues pertaining to previous unit and local environment</li> </ul>
<b>WRITING ASSESSMENT</b>				
<b>4</b>	<b>Cross-curricular - FORMULA ETHARA.</b>	Children work in small teams and collaborate to design, make and race a model race car for an end of term Y6 competition and international final.	<ul style="list-style-type: none"> <li>To be able to write persuasive letters</li> <li>To describe a design process</li> <li>To follow written instructions</li> <li>To write detailed instructions</li> <li>To create team names and slogans</li> <li>To create a team display board</li> </ul>	<ul style="list-style-type: none"> <li>Children will collaboratively give a formal, verbal presentation during the final competition</li> </ul>

<b>5</b>	<b>Fiction - Story from another culture</b>	Children read a piece of fiction which becomes the basis for study, looking at broad themes, word choices, descriptive passages, characterisation and experimenting with producing alternative endings.	<ul style="list-style-type: none"> <li>• To establish the theme of a book.</li> <li>• To practice descriptive writing</li> <li>• To explore and track the feelings of the main characters</li> <li>• To read some poems and be able to discuss their form and subject matter.</li> <li>• To write poetry using poems studied as a model.</li> <li>• Compare how writers from different times and places present experiences and use language</li> </ul>	<ul style="list-style-type: none"> <li>• To explore ideas, topics or issues</li> <li>• To improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires</li> </ul>

**Writing Assessment + PIE**

<p><b>6</b></p>	<p><b>Fiction – Poetry, I Am Cat.</b></p>	<p>Children look at and perform a variety of different poems in different styles. A range of poetic devices are explored such as onomatopoeia, similes, metaphors, extended metaphors and figurative speech.</p>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, <b>poetry</b>, plays, non-fiction and reference books or textbooks</li> <li>• Learning a wider range of poetry by heart</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change the meaning</li> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• To perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear</li> <li>• To assess the effectiveness of their own and others' writing</li> <li>• To discuss reactions to a variety of poems</li> </ul>
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