



ENGLISH MEDIUM TERM PLAN



YEAR 6														
SPRING TERM														
Week	1	2	3	4	5	6	H / T	1	2	3	4	5	6	
<b>Novel / Texts</b>	Friend or Foe													
<b>Genre</b>	Finish previous piece.	Informal letter to inform (after reading chapter 3)  Chn to show don't tell - e.g. instead of simply writing 'I am scared', may be better to imply this - e.g. 'my legs were wobbly and I had butterflies in my stomach' etc.	Discussion text (after reading chapter 5)	Description (Setting)				<b>Description continued</b>	Flashback narrative	Diary entries				
<b>Reading</b>	To finish previous piece.	<ul style="list-style-type: none"> <li>Identify the main purpose and viewpoint within and across texts and identify the overall effect on the reader.</li> <li>Identify and comment on features common to text type.</li> <li>Provide explanations of inferred meanings drawing on evidence across the text/s.</li> <li>Make structured responses by stating the point, finding evidence and explaining ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main purpose and viewpoints within and across texts.</li> <li>Make comments generally supported by relevant textual reference or quotation.</li> <li>Distinguish between fact and opinion.</li> <li>Evaluate how authors use language and its effect on the reader.</li> </ul>	<p>Evaluate how authors use language and its effect on the reader.</p> <p>Evaluate the impact of figurative language, including its effect on the reader.</p> <p>Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect.</i></p> <p>Provide explanations of inferred</p>				<ul style="list-style-type: none"> <li>Make structured responses by stating the point, finding evidence and explaining ideas.</li> <li>Analyse dialogue at particular points in the story and summarise its purpose.</li> <li>Evaluate the impact of figurative language, including its effects on the reader, using appropriate terminology to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main purpose and viewpoint within different recounts and discuss the overall effect on the reader.</li> <li>Provide explanations of inferred meanings drawing on evidence across the text.</li> <li>Evaluate how authors use language and its effect on the reader.</li> </ul>					



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				meanings drawing on evidence across the text				
<b>Writing</b>		<ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence.</li> <li>Opening and closing lines of paragraphs support movement across texts.</li> <li>Use a wide range of clause structures, varying their position within the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs, using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections - e.g. build and use a range of connecting adverbs to move between opposing views (on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition).</li> <li>Use a wide range of clause structures, varying their position within the sentence.</li> </ul>	<p>Use improvisation to explore typical characters, setting and events in a particular fiction genre.</p> <p>Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment.</p>		<ul style="list-style-type: none"> <li>Evidently shape paragraphs.</li> <li>Use devices to create cohesion.</li> <li>Use presentational devices and organisational devices to structure text and guide the reader - e.g. use of flashbacks and single line paragraphs for effect.</li> </ul>	<ul style="list-style-type: none"> <li>When planning writing, select the appropriate style and form to suit a specific purpose and audience.</li> <li>Some paragraphs e.g. highlight or prioritise information, build tension or interject comment.</li> </ul>	
<b>Grammar Vocabulary Punctuation</b>		<ul style="list-style-type: none"> <li>Use emotive language where appropriate to 'show not tell'.</li> <li>Use adverbs, preposition</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colons and dashes to mark boundaries between</li> </ul>	Use a wide range of clause structures, varying their position within the sentence.		<ul style="list-style-type: none"> <li>Integrate dialogue to convey character and advance the action</li> <li>Use passive verbs to affect the</li> </ul>	<ul style="list-style-type: none"> <li>Select vocabulary and grammatical structures that reflect the level of formality required.</li> </ul>	



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		<p>phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <ul style="list-style-type: none"> <li>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty.</li> </ul>	<ul style="list-style-type: none"> <li>Use colons to introduce questions for discussion, quotations to support a viewpoint and to prepare the reader for a revelation of the author's opinion in the final paragraph.</li> <li>Select vocabulary and grammatical structures that reflect the level of formality required.</li> <li>Use of the subjunctive mood to establish formality or an authoritative stance.</li> </ul>	<p>independent clauses.</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Use figurative language to develop setting and atmosphere</p>		<p>presentation of information in a sentence.</p> <ul style="list-style-type: none"> <li>Use parenthesis in its different forms confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</li> <li>Use a wide range of clause structures, varying their position within the sentence.</li> </ul>					
<b>Spelling</b>	Practice and testing on Christmas holiday spellings.	Words which can be nouns and verbs.	Words with an o sound spelled 'ou' or 'ow.'	Words with a 'soft c' spelt /ce/.	Prefix dis, un, over, im.	Words with the /f/ sound spelt ph	Words with origins in other countries	Words with unstressed vowel sounds.	Words with endings /shuhl/ after a vowel letter.	Words with endings /shuhl/ after a consonant letter.	Words with the common letter string 'acc' at the beginning of words.	Words ending in '-ably.'
<b>Final write task Audience &amp; Purpose</b>		<b>Audience:</b> Mother/family member <b>Purpose:</b> To retell events with the intention to inform.		<b>Audience:</b> Professionals <b>Purpose:</b> To present a reasoned and balanced overview of an issue, aiming to provide two		<b>Audience:</b> Readers of this genre <b>Purpose:</b> To entertain.		<b>Audience:</b> Y6 audience. <b>Purpose:</b> To entertain, structuring a text with use of flashbacks for effect.		<b>Audience:</b> Self <b>Purpose:</b> To inform.		



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		<i>Chn to write a reply to their mother's letter - in the role of David - to inform of her life in the countryside following their evacuation.</i>	or more different views on the topic, each with elaborations, evidence and/ or examples.						
<b>Cross-curricular</b>									