**English Medium Term Planning - Year 6 Spring Term**

|  |  |  |  |
| --- | --- | --- | --- |
| **Text** | **Objectives** | **Genres** | **Time** |
| Room 13 – Robert Swindells | * + Maintain positive attitudes to reading and understanding of what they read by:   + continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   + reading books that are structured in different ways and reading for a range of purposes   + identifying and discussing themes and conventions in and across a wide range of writing   + making comparisons within and across books * Understand what they read by: * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * Write legibly, fluently and with increasing speed by:   + choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters   + choosing the writing implement that is best suited for a task.   + Plan their writing by:   + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   + Draft and write by:   + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   + précising longer passages   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader   + Evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   + Proof-read for spelling and punctuation errors   + Use dictionaries to check the spelling and meaning of words   + Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   + Use a thesaurus.   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + using expanded noun phrases to convey complicated information concisely   + using semi-colons, colons or dashes to mark boundaries between independent clauses | Narrative – suspense writing | 1- 2 weeks |
| The Island – Armin Greder | * + Maintain positive attitudes to reading and understanding of what they read by:   + continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   + reading books that are structured in different ways and reading for a range of purposes   + identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * Write legibly, fluently and with increasing speed by:   + choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters   + choosing the writing implement that is best suited for a task.   + Plan their writing by:   + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + Draft and write by:   + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader   + Evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * develop their understanding:   + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + learning the grammar for years 5 and 6 in English Appendix 2   + Proof-read for spelling and punctuation errors   + Use dictionaries to check the spelling and meaning of words   + Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   + using modal verbs or adverbs to indicate degrees of possibility   + Use a thesaurus.   + using commas to clarify meaning or avoid ambiguity in writing   + using hyphens to avoid ambiguity   + using brackets, dashes or commas to indicate parenthesis   + using semi-colons, colons or dashes to mark boundaries between independent clauses   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + using expanded noun phrases to convey complicated information concisely | Formal and informal letters | 1-2 weeks |
| Extracts from Anne Frank’s dairy | * + Maintain positive attitudes to reading and understanding of what they read by:   + continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   + reading books that are structured in different ways and reading for a range of purposes   + identifying and discussing themes and conventions in and across a wide range of writing * Write legibly, fluently and with increasing speed by:   + choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters   + choosing the writing implement that is best suited for a task.   + Plan their writing by:   + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + Draft and write by:   + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader   + Evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * develop their understanding:   + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + learning the grammar for years 5 and 6 in English Appendix 2   + Proof-read for spelling and punctuation errors   + Use dictionaries to check the spelling and meaning of words   + Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   + using modal verbs or adverbs to indicate degrees of possibility   + Use a thesaurus.   + using commas to clarify meaning or avoid ambiguity in writing   + using hyphens to avoid ambiguity   + using brackets, dashes or commas to indicate parenthesis   + using semi-colons, colons or dashes to mark boundaries between independent clauses   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + using expanded noun phrases to convey complicated information concisely | Diary entries | 1-2 weeks |
| History link - Slavery | * Write legibly, fluently and with increasing speed by:   + choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters   + choosing the writing implement that is best suited for a task.   + Plan their writing by:   + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + Draft and write by:   + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader   + Evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * develop their understanding:   + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + learning the grammar for years 5 and 6 in English Appendix 2   + Proof-read for spelling and punctuation errors   + Use dictionaries to check the spelling and meaning of words   + Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   + using modal verbs or adverbs to indicate degrees of possibility   + Use a thesaurus.   + using commas to clarify meaning or avoid ambiguity in writing   + using hyphens to avoid ambiguity   + using brackets, dashes or commas to indicate parenthesis   + using semi-colons, colons or dashes to mark boundaries between independent clauses   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + using expanded noun phrases to convey complicated information concisely | Anti-slavery speeches | 1-2 weeks |
| Science link – smoking / drugs / alcohol | * + Maintain positive attitudes to reading and understanding of what they read by:   + continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   + reading books that are structured in different ways and reading for a range of purposes   + identifying and discussing themes and conventions in and across a wide range of writing * Write legibly, fluently and with increasing speed by:   + choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters   + choosing the writing implement that is best suited for a task.   + Plan their writing by:   + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + Draft and write by:   + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader   + Evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * develop their understanding:   + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + learning the grammar for years 5 and 6 in English Appendix 2   + Proof-read for spelling and punctuation errors   + Use dictionaries to check the spelling and meaning of words   + Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   + using modal verbs or adverbs to indicate degrees of possibility   + using commas to clarify meaning or avoid ambiguity in writing   + using hyphens to avoid ambiguity   + using brackets, dashes or commas to indicate parenthesis   + using semi-colons, colons or dashes to mark boundaries between independent clauses   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun   + using expanded noun phrases to convey complicated information concisely | Persuasive writing – choose topic based on children’s interests (smoking /drugs /alcohol/ healthy eating) | 1- 2 weeks |
| Poetry – seasonal | * maintain positive attitudes to reading and understanding of what they read by:   + continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   + preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   + learning a wider range of poetry by heart * evaluate and edit by:   + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing * proof-read for spelling and punctuation errors | Write poems about Spring and learn the Daffodils poem by William Wordsworth.  Learn a poem by heart (children to choose from a selection of classic poems) | 1 week |