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

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| **Text** | **Objectives** | **Genres** |
| *Star of Fear, Star of Hope*  By Jo Heostlandt | **Spoken language:**  • Build vocabulary  • Articulate and justify answers  • Maintain attention and participate actively in collaborative conversations  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances, role play, improvisations  and debates  • Consider and evaluate different viewpoints  **Reading comprehension:**  • Identify and discuss themes and conventions  • Ask questions to improve understanding  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Predict from details stated and implied  • Summarise main ideas, identifying key details  • Identify how language, structure and presentation contribute to meaning  • Provide reasoned justifications for views  **Writing Composition:**  • Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading and research  • Enhance meaning through selecting appropiate grammar and vocabulary  • Describe settings, characters and atmosphere  • Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  • Use consistent and correct tense  • Proof-read for spelling and punctuation errors | Fiction – Flashback Story |
| *The Place for Me – Stories of a Windrush Generation*  By Dame Floella Benjamin | **Spoken language:**  • Ask relevant questions  • Build vocabulary  • Give well-structured descriptions, explanations and narratives  • Maintain attention and participate actively in collaborative conversations  • Speak audibly and fluently  • Participate in discussions, presentations, performances, role-play, improvisations  and debates  • Consider and evaluate different viewpoints  **Reading comprehension:**  • Prepare poems and plays for performance  • Check sense, discuss understanding and explore meaning of words in context  • Summarise main ideas, identifying key details  • Identify how language, structure and presentation contribute to meaning  • Retrieve, record and present information from non-fiction  • Explain and discuss understanding of reading  **Writing composition:**  • Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading and research  • Enhance meaning through selecting appropriate grammar and vocabulary  • Use organisational and presentational devices to structure text  • Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  • Proofread for spelling and punctuation errors |  |
| Remembrance poems  Or Winter Poems | •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  •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 | Poems for Remembrance Day or Winter. |