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

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| **Text** | **Objectives** | **Genres** |
| *The Selfish Giant*  By Oscar Wilde | **Spoken language:**  • Build vocabulary  • Articulate and justify answers  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Speak audibly and fluently  • Use Standard English  • Participate in discussions, presentations, performances, role play, improvisations  and debates  • Select and use appropriate registers for effective communication  **Reading comprehension:**  • Identify and discuss themes and conventions  • Make comparisons within and across books  • 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  • Evaluate authors’ language choice  • Distinguish between fact and opinion (Greater depth only)  • Participate in discussion about books  • Explain and discuss understanding of reading  • 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  • Integrate dialgogue to convey character and advance the action  • Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  • Choose the appropriate register  • Proof-read for spelling and punctuation errors | Fiction – Classic Narrative |
| Island – A story of the Galapagos | **Spoken language:**  • Listen and respond  • Build vocabulary  • Maintain attention and participate actively in collaborative conversations  • Speak audibly and fluently  • Participate in discussions, presentations, performances, role play, improvisations  and debates  • Gain, maintain and monitor the interest of the listener(s)  • Consider and evaluate different viewpoints  • Select and use appropriate registers for effective communication  **Reading comprehension:**  • Make comparisons within and across texts  • Check sense, discuss understanding and explore meaning of words in context  • Ask questions to improve understanding  • Draw inferences (characters, feelings, thoughts, 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  • Evaluate authors’ language choices  • Retrieve, record and present information from non-fiction  **Writing Composition:**  • Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading  • Enhance meaning through selecting appropriate grammar and vocabulary  • Precis longer passages  • Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  • Use consistent and correct tense  • Choose the appropriate register  • Proof-read for spelling and punctuation errors | Recount – Journalistic report |
| *Guarding Secrets*  By The Literacy Company | **Spoken language:**  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Give well-structured descriptions, explanations and narratives  • Use Standard English  **Reading comprehension:**  • Identify and discuss themes and conventions  • Prepare poems and plays for performance  • Learn poetry by heart  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Identify how language, structure and presentation contribute to meaning  • Participate in discussion about books  **Writing composition:**  • Enhance meaning through selecting appropriate grammar and vocabulary  • Describe settings, characters and atmosphere  • Distinguish between the language of speech and writing  • Choose the appropriate register  • Perform own compositions using appropriate intonation, volume and movement | Poetry – Free Verse |