
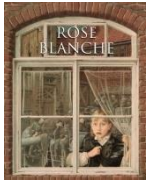
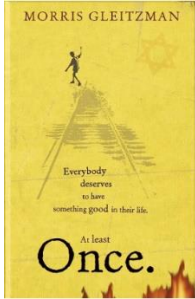
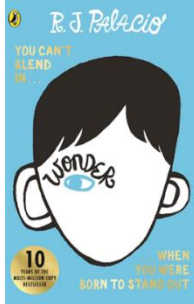

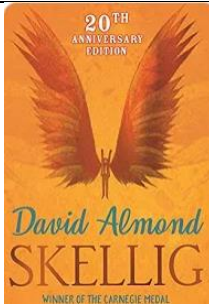
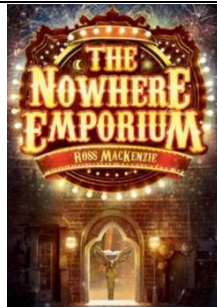
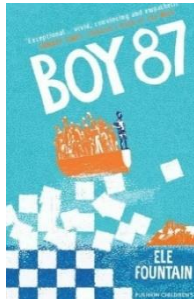


English Medium Term Plan Year 6

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	<ol style="list-style-type: none"> 1. Writing to entertain 2. Writing to inform 	<ol style="list-style-type: none"> 1. Writing to entertain 2. Writing to entertain 	<ol style="list-style-type: none"> 1. Writing to entertain 2. Writing to entertain 	<ol style="list-style-type: none"> 1. Writing to entertain 2. Writing to entertain 	<ol style="list-style-type: none"> 1. Writing to discuss 	<ol style="list-style-type: none"> 1. Writing to persuade
Core English Texts	 		 			
Short Burst Writing	<p style="text-align: center; color: red;">These are suggestions of shorter writing outcomes that could be produced during the skills phase.</p>					
Final Writing Outcomes (including poetry)	<ol style="list-style-type: none"> 1. Diary Entry Refugee – Alan Gratz 2. Persuasive letter Rose Blanche – Roberto Innocenti 	<ol style="list-style-type: none"> 1. Setting Description Once – Morris Gleitzman 2. Flashback story Piano 	<ol style="list-style-type: none"> 1. Retelling from POV Wonder- R.J Palacio 2. Writing an intro POV The Journey- Francesca Sanna 	<ol style="list-style-type: none"> 1. Writing to create atmosphere / tension Skellig – David Almond 2. Writing to create atmosphere / tension Alma/ Francis 	<ol style="list-style-type: none"> 1. Balanced Argument SATs <p>(SPAG to take priority pre SATs)</p>	<ol style="list-style-type: none"> 1. Speech writing (civil rights)

<p>Authorial Intent</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Carefully select vocabulary to switch between historical setting.</p> <p>Children will weave emotions, settings and events together to entertain.</p> <p>Children understand how a character's experiences affect their actions and the character's writing style. Children can manipulate their writing to match that of the character.</p> <p>Children will use structures that play time.</p> <p>Children will draw on historical events, character's experiences and</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children use mood to create atmosphere (colours, environment, population and comparisons).</p> <p>Children select appropriate language to evoke emotion.</p> <p>Children can use prior knowledge of mood and imagery to describe a setting.</p> <p>Children can select and use appropriate tier 2/3 vocabulary.</p> <p>Children carefully structure their writing to take the reader on a journey (zoom in effect).</p> <p>Children will use structures that play</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that an author creates a character based off their appearance, personality, experiences, voice and reactions of other characters. They use this in their writing.</p> <p>Children select appropriate language to evoke emotion.</p> <p>Children show the thoughts, emotions and the relationships of a character through the use of dialogue.</p> <p>Children can portray power and authority through dialogue.</p> <p>Children can empathise with a character.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children will use descriptive techniques to indicate a sense of danger to the reader.</p> <p>Children use mood to create atmosphere (weather, environment and emotions).</p> <p>Children mimic the style of an author to create a sense of unknown.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children can control their formality to vary structure and tone.</p> <p>Children can use conjunctions to show alternate viewpoints.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children will draw on historical events, character's experiences and emotions to explain their motives.</p> <p>Children use emotive language to influence the audience.</p> <p>Children use formal structures and tone.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>
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	<p>emotions to explain their motives.</p> <p>Children use emotive language to influence the audience.</p> <p>Children use appropriate structures with an awareness of the character's point of view and age.</p> <p>Children use rhetoric structures.</p>	<p>with time sequence (flash back).</p> <p>Children will carefully choose vocabulary to ensure the reader has empathy for the main character.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>	<p>Children use mood to create atmosphere (weather, environment and emotions).</p>			
Skills Phase	<p>Use language that reflects an informal tone.</p> <p>Vary between past and present tense depending on reference to feelings or events.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs including adverbials,</p>	<p>Structure writing using a 'zooming in' technique.</p> <p>Use personification to create effective imagery.</p> <p>Use colons and semi-colons to punctuate the rule of 3.</p> <p>Choosing nouns and pronouns appropriately to avoid repetition and create cohesion.</p> <p>Use passive voice to affect to presentation</p>	<p>Verb forms perfect and progressive to mark relationships of time and cause (revision across this half term)</p> <p>Children manipulate vocabulary using appropriate structures with an awareness of the character's point of view and age.</p> <p>Integrate dialogue to convey character and to advance the action.</p> <p>Subject verb agreement (starter – revision).</p>	<p>Vary sentence lengths to build tension.</p> <p>Use the notion of the unknown to entice the reader.</p> <p>Structure writing using a 'zooming in' technique.</p> <p>Vary parenthesis using brackets, dashes or commas to indicate clauses.</p> <p>Choosing nouns and pronouns appropriately to avoid repetition and create cohesion.</p>	<p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children use formal structures and tone.</p> <p>Children can use conjunctions to show alternate viewpoints.</p> <p>Use semicolons to mark boundaries between clauses.</p>	<p>Children use emotive language to positively influence the audience.</p> <p>Children use formal structures and tone.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>To vary sentence lengths for effect.</p> <p>Use persuasive techniques in a formal style including</p>

	<p>prepositions and different verb forms.</p> <p>Use relative clauses punctuated with brackets, commas and dashes to indicate parenthesis.</p> <hr/> <p>Understand the 4 different sentence types (statement, question, command and exclamation) including rhetorical questions and exclamation to exaggerate.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Children manipulate vocabulary using appropriate structures with an awareness of the character's point of view and age.</p>	<p>of information (bombs were being dropped...)</p> <hr/> <p>To manipulate tenses to create a flashback effect.</p> <p>Choosing nouns and pronouns appropriately to avoid repetition and create cohesion.</p> <p>Show how a character is feeling or moving in a style that requires the reader to infer.</p> <p>To use all senses to immerse the audience into the scene.</p> <p>To vary sentence lengths for effect.</p> <p>Use split speech to advance the action.</p>	<p>Use passive voice to affect the presentation of information (Julian removing himself as the focus).</p> <hr/> <p>Integrate dialogue to convey character using split speech.</p> <p>To manipulate language to create empathy for a character.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>		<p>repetition, rhetoric, emotive language and statistics.</p>
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Editing	<p>In year 6 children should be well-practised editors capable of self-editing pieces of writing in detail independently.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader or varying nouns and pronouns to make the writing more cohesive.</p>
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	<p>They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p> <p>They may amend the lengths of sentences shortening sentences in order to remove detail to create suspense or question from the reader or to be brief and purposeful in their point e.g in a speech ‘ How dare you.’</p> <p>They may extend sentences to include necessary details to build an image for the reader or to create a feeling of ‘overthinking’ ‘breathlessness’ or ‘fear’ in a character. (e.g. intro to Pig Heart Boy)</p> <p>Children may also rearrange sentences with the purpose of omitting the object by using passive voice to remove blame and create bias. (E.g. Many were persecuted.)</p>									
Spelling	<p style="text-align: center;">Low Ash spelling scheme</p> <p>At Low Ash we know that learning to spell is an essential skill, and in order for children to become successful writers they need to spell accurately. Within school, children will learn the rules and conventions of the spellings, alongside systems and strategies needed to become confident spellers. In Reception, Year 1 and Year 2 the children have daily read, write, inc lessons where they learn phonemes and graphemes and high frequency words. In Years 2, 3, 4, 5 and 6 the children will also be taught spelling, which focuses on acquiring knowledge of spelling conventions patterns and rules.</p> <p>Recap rules for year 5 and consolidate</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">f</td> <td style="width: 33%;">spelt ph</td> <td style="width: 33%;">photograph sphere</td> </tr> <tr> <td>o</td> <td>spelt ough</td> <td>though thorough</td> </tr> <tr> <td>Double letters</td> <td>attract affect appreciate</td> <td></td> </tr> </table>	f	spelt ph	photograph sphere	o	spelt ough	though thorough	Double letters	attract affect appreciate	
f	spelt ph	photograph sphere								
o	spelt ough	though thorough								
Double letters	attract affect appreciate									

I spelt ei after c deceive receive
 Silent letters doubt thistle knight muscle island solemn lock
 di/de describe discuss

Derivative roots

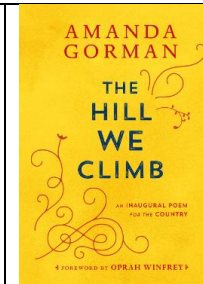
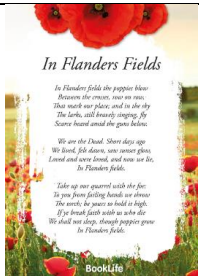
Mini – meaning small miniature miniscule
Sub – meaning under submarine
Audi – meaning hear audience
Trans – meaning across transport transfer
Tele – meaning distance telescope telephone
Cent – meaning hundred centimeter century 1

Homophones

advice/advise
 aisle/ isle
 aloud/ allowed
 affect/ effect
 altar/ alter
 ascent/ assent
 bridal/ bridle
 cereal/ serial
 compliment/ complement
 desert/ dessert
 device/devise
 draft/ draught farther/ father
 guessed/ guest
 heard/ herd
 led/ lead licence/license
 practise/practice

see tricky words list for additional words

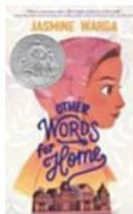
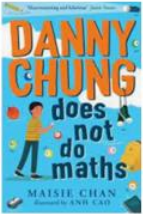
Poetry	In Flanders Fields by John McCrae	The Jabberwocky by Lewis Carroll	The hill we climb by Amanda Gorman
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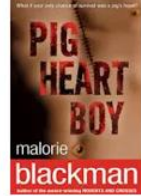
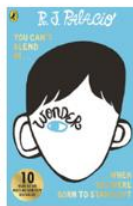
SMSC Texts

UKS2

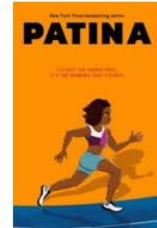
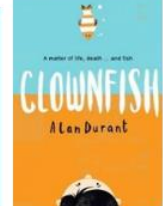
Cultural diversity/BAME



Physical disabilities



Different types of families



Neurodiversity

