

Year 6 Medium Term Planner for English

Autumn Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension: maintain positive attitudes to reading and an 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
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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
- 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 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting:

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
- noting and developing initial ideas, drawing on reading and research where necessary
- 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 [for example, headings, bullet points, underlining]

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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Composition:

- 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

Vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English appendix 2 by:
- 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 (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Autumn 1 – ensure coverage is given to each of these areas below:

Novel: The Lion Above the Door

3 weeks fiction

World/Topical theme: Non-Fiction linked to WW2 and people of colour

2 weeks non-fiction

Poetry: The Jabberwocky - Lewis Carroll

1 week poetry



Autumn 2 - ensure coverage is given to each of these areas below:

Novel: Holes

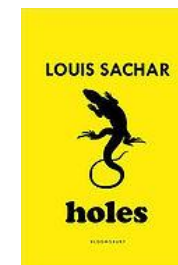
2 weeks fiction

World/Topical theme: Lizards

2 weeks non-fiction

Poetry: whole school poetry week TBC annually

1 week poetry



Genres to be taught:

- Extended narrative with dialogue
- Diary entry
- Persuasive writing

Genres to be taught:

- Descriptive writing
- Non chronological report/fact file linked to a yellow spotted lizard

Cross curricular genres

- Explanation (Science)
- Report (Topic)
- Report (R.E.)

Cross curricular genres

- Fact file – design own creature/habitat (Science)
- Letter (Topic)
- Diary entry (R.E.)

Year 6 Medium Term Planner for English

Spring Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

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- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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
- 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 1 paragraph, identifying key details that support the main ideas
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 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
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- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1

- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting:

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
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- précisising 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 [for example, headings, bullet points, underlining]

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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Composition:

- 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

Vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English appendix 2 by:
- 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
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- 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 (ie omitted) relative pronoun

- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Spring 1 – ensure coverage is given to each of these areas below:

Novel: The Giants Necklace

2 weeks fiction

Non-fiction: Smithill's Hall

2 weeks non-fiction

Visual literacy: Alma

2 weeks fiction



Spring 2 - ensure coverage is given to each of these areas below:

Novel: Survivor – Escape from Pompeii

2 weeks fiction

2 weeks non-fiction

Non-fiction: Elon Musk

1 week non-fiction



Genres to be taught:

- Documentary script writing (Smithill's Hall)
- Extended narrative (Alma)
- Descriptive writing (The Giant's Necklace)

Genres to be taught:

- Extended narrative with dialogue (Survivor)
- Newspaper report (Survivor – Pompeii)
- Biography (Elon Musk)

Cross curricular genres

Prayer (R.E.)

Letter (Topic)

Cross curricular genres

Non chronological report/fact file (Science – earthquakes etc.)

Notes:

- Year groups can alternate the half terms so that the texts can be shared.
- Request a class set from SLS for a full term.
- Novels and themes chosen should link purposefully to the history or geography, science or RE topics being taught in the same term.

Year 6 Medium Term Planner for English

Summer Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

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Summer Term

Novel: Kensuke's Kingdom – to be read for pleasure and any other transition work.

Poetry: Ozymandias Percy

Leavers' Performance

Most of the summer term will be spent preparing and learning the leavers' performance this will/may include;

- learning a wider range of poetry by heart;
- 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;

These will be included;

- identifying how language, structure and presentation contribute to meaning;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- reading books that are structured in different ways and reading for a range of purposes
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication

Cross-curricular:

Instructions (Science – electricity)

Persuasive text (R.E.)



Poetry Spine guidance:

The highlighted poems are to be taught over a week and are to include: reading, writing and performing.

The other 3 poems are to be used in: guided reading, reading for pleasure, used as comparative poems and displayed in class and/or the class library.

Year 6	The Jabberwocky by Lewis Carroll.	Whole school poetry week TBC annually.	Ozymandias By Percy Byshee Shelley	McCavity: The Mystery Cat TS Elliot.	The way through the woods Rudyard Kipling.	End of Year performance related TBC
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