

Year 6 English Medium Term Plan 2017-2018

Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>Letter Writing (Fiction) Text – Stormbreaker – Anthony Horowitz Spelling – Adjectives with –ant endings, ambitious synonyms for adjectives, nouns with –ent endings Grammar focus: 1. Develop understanding by: Using and understanding the grammatical terminology in Appendix 2 (subordinating/co-ordinating conjunctions, main/subordinate clauses). Formal and informal language – spoken and written Written Outcome: Children write a formal letter applying to be a member of William Hildyard spy academy.</p>	<p>Biographical and Autobiographical Writing (Non-Fiction) Text: Shackleton’s Adventures, ‘Ice Trap!’ Spelling: Adding suffixes beginning with vowel letters to words ending in –fer, words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ Grammar focus: 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use expanded noun phrases to convey complicated information concisely Written Outcome: Children write biographies based on Ernest Shackleton</p>	<p>Report Writing (Non-Fiction) Spelling: prefixes- im and -in Grammar Focus: 1. Use of active and passive verbs, especially the use of the passive form in reports. 2. Recognise and use a past participle. 3. Use semi-colons, colons and dashes appropriately in reports. 4. Use bullet points in reports. Written Outcome: Children write recount texts based on their trip to Lincoln Cathedral</p>
<p>Character descriptions (Fiction) Text - Stormbreaker Spelling - Homophones, -ence suffixes Grammar Focus: 1. Use and understand the grammatical terminology in Appendix 2 [clauses and conjunctions]. 2. Indicate grammatical and other features by: a. using commas to clarify meaning or avoid ambiguity c. using commas to indicate parenthesis. Written outcome: write detailed character descriptions for characters for a spy narrative.</p>	<p>Short Narrative (Fiction) Text: Antarctic Adventures Spelling: Word families based on common words, showing how words are related, -tion words Grammar focus: 1. Adverbials of time, place and number. 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. 3. Use semi-colons to mark boundary between independent clauses. 4. Correct use of speech punctuation to mark dialogue. Written Outcome: Children write a short story based on an animal from the Artic or Antarctic</p>	<p>Narrative Writing (Fiction) Text: Alma (short film) Spelling: Review y3/4 exception words Grammar focus: 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology. Written Outcome: Children write short narrative in role as main character from the film. Children write detailed setting descriptions based on images from film.</p>
<p>Explanation Texts (Non Fiction) Text - Stormbreaker Spelling - Hyphenated compound adjectives, prefixwords with hyphens Grammar focus: 1. Indicate grammatical features by: c. use brackets, dashes or commas to indicate parenthesis d. use semi-colons, colons or dashes to mark boundaries between independent clauses e. use a colon to introduce a list f. punctuate bullet points consistently. Written outcome: Create an explanation text for a new gadget..</p>	<p>Diary Writing (Fiction) Text: Shackleton’s Adventures Spelling: Words ending in ‘shul’ after a consonant, -cial words Grammar focus: 1. Recognise vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions. 2. Use correct punctuation to indicate speech. Written Outcome: Children write diary extracts in role as members of Shackleton’s crew.</p>	<p>Instructional Writing (Non-Fiction) Text: The Trojan Horse Spelling: Review of common exception words form 5/6 appendices Grammar focus: 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main causes 3. Use colons to introduce lists 4. Punctuate bullet points consistently Written Outcome: Children write instructions for how to build a Trojan Horse</p>
<p>Poetry Writing Text: ‘A Rivers Journey’ Spelling: –ible, -able, -ibly, -ably Grammar and Punctuation: Personification, imagery, figurative language, audience and purpose Written Outcome: Children write poems based on work of Valerie Bloom.</p>	<p>Report Writing (Non Fiction) Text: A range of factual accounts from RMS Titanic Spelling: Words with a soft c, Grammar focus: 1. Dialogue, direct/indirect speech punctuation. Reported speech. 2. Use of passive form to present information. 3. Use semi-colons and dashes to mark boundaries between independent clauses. 4. Use commas to clarify meaning. Written Outcome: Newspaper reports based on the sinking of the Titanic</p>	<p>Information Texts (Non-Fiction) Spelling: Review of common exception words form 5/6 appendices Grammar focus: 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main causes 3. Use colons to introduce lists 4. Punctuate bullet points consistently Written Outcome: Children write information texts about chosen locations in Greece.</p>
<p>Narrative writing:(Fiction) Text: ‘The Wind in The willows’ Spelling: Word families based on common spelling patterns Grammar and Punctuation:</p>	<p>Persuasive writing: (Fiction) Text: Film narrative – Titanic Spelling: Words with ough Grammar focus: 1. Understand and use modal verbs in persuasive</p>	

<p>1. Develop understanding by: d. using expanded noun phrases to convey information concisely.</p> <p>2. Use and understand the grammatical terminology in Appendix 2 (subordinating/co-ordinating conjunctions, main/subordinate clauses).</p> <p>3. Correct use of dialogue and speech punctuation.</p> <p>Written Outcome: Children create new character for Wind in The Willows and write character descriptions.</p> <p>Children write a new chapter for Wind in The Willows sequel.</p>	<p>writing</p> <p>2. Use apostrophes correctly.</p> <p>3. Use correct sentence punctuation.</p> <p>Written Outcome: Children write a holiday brochure advertising holidays on board HMS Titanic</p>	
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