

## English Medium Plan Year 6 Narratives.

2021-2022

Text Type:	<u>Story Story</u>	<u>Novels with a Theme</u>	<u>Classic Fiction</u>
<b>Suggested Texts</b>	The Arrival Eye of the Wolf Out of the ashes A Monster Calls The Lost Thing	Charlotte's War Tom's Midnight Garden The Boy in Striped Pyjamas Oranges in no man's land	Alice in Wonderland Wizard of OZ The Adventures of Robin Hood Shakespeare stories
<b>Writing Outcome Suggestion</b>	Children examine a longer story or graphic novel – developing a short story version of the tale from another perspective or using different settings.	Children examine different themes within a text and choose a theme relevant to their children. Using this theme a story is built around it using character thoughts and feelings.	Children adapt classic texts into different versions using setting, formal and informal speech and character types.
<b>Grammar</b>	Adverbial phrases Linking ideas across paragraphs using a wider range of cohesive devices Synonym and antonym. Expanded noun phrases	Passive and Active sentences Phrases and Clauses Tenses	The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken...] The difference between structures typical of informal speech and structures appropriate for formal speech
<b>Punctuation</b>	Ellipsis Inverted commas for dialogue	Apostrophes Ellipsis Semi colons	Apostrophes Semi colons Inverted commas for dialogue
<b>Text level features</b>	<ul style="list-style-type: none"> <li>• Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</li> <li>• Use a range of appropriate strategies to edit.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising themes within and across texts e.g. hope, fortune, survival.</li> <li>• Comparing texts written in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand underlying themes, causes and consequences within whole texts</li> <li>• Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand underlying themes, causes and points of view.</li> <li>• Develop characters using stereotypes and archetypes</li> <li>• Examine use of adverbs, expanded noun phrases and sensory language.</li> <li>• Understand how writers use different structures to create coherence and impact</li> <li>• Use different narrative techniques to engage and entertain the reader</li> <li>• Integrate words, images and sounds imaginatively for different purposes</li> <li>• Use varied structures to shape and organise texts coherently</li> <li>• Plan the plot, characters and structure quickly and effectively. Enhance the effectiveness of writing as well as accuracy.</li> <li>• Use paragraphs to vary pace and emphasis.</li> <li>• Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing preferences about a wider range of books including modern fiction and fiction from our heritage.</li> <li>• Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence Point:Evidence:Explanation</li> <li>• Predicting what might happen from information stated and implied</li> <li>• Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> <li>• Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs.</li> <li>• Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare texts written in different periods to each other</li> <li>• Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story</li> <li>• Express preferences about a wider range of books including fiction from our literary heritage</li> <li>• Explore new vocabulary in context</li> <li>• Identify different character types across classic texts such as Shakespeare.</li> <li>• Themes within common text types</li> <li>• Identify the use of language within different time periods</li> <li>• Compare modern texts with classic versions</li> <li>• Making comparisons within and across texts</li> <li>• Demonstrate active reading strategies</li> <li>• Justify opinions and elaborating by referring to the text</li> <li>• Investigate and collect a range of synonyms and antonyms</li> <li>• Use devices to build cohesion between paragraphs in narrative</li> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact</li> </ul>
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	<ul style="list-style-type: none"><li>• Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning.</li></ul>		
<b>Spelling</b>			
<b>Handwriting</b>			

## English Medium Plan Year 6 Non-fiction

2021-2022

<b>Text Type:</b>	<b><u>Instructions</u></b>	<b><u>Non-Chronological reports</u></b>	<b><u>Persuasion</u></b>	<b><u>Journalistic writing</u></b>	<b><u>Biography</u></b>
<b>Suggested Texts</b>	How to catch a dragon/ogre by pie Corbett. Keeping safe online by Jigsaw co. Any instructional text.	Number of guides/leaflets for places of interest. Selection of historical links to topics such as WW2 and Windrush.	UNISEF leaflets and websites. School topics or debates Books can be used as starting points such as: The iron man	Journalism around a novel or text they have read or a reimagining of point of view – the wolf's conviction from the three little pigs.	Notable famous people. Historical influences in time.
<b>Writing Outcome Suggestion</b>	After examining different types of instructions, children create a detailed set of instructions of something related to their own life or something made up.	Children research and develop a report based on different headings and subheadings. They present their report in a variety of way such as leaflet, report or presentation.	Children are to persuade a reader to follow their side of an argument of a popular cultural problem such as graffiti, school uniform and exams etc.	Children create a newspaper article based on a familiar story in which they report on the events from another perspective.	Children can select a real-life story and examine the events in history before retelling in chronological order from third person.
<b>Grammar</b>	Imperative verbs Modal verbs Expanded noun phrases	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Standard and non-standard English.	Modal verbs Imperative verbs Subordinating conjunctions Adverbials of time or place. Various clause structures	Synonym and antonym. Subject Verb object. Formal and informal language and its differences Passive voice Various clause structures	Use of the correct verb form Pronouns Different tenses First person/third person
<b>Punctuation</b>	Colons to introduce a list. Commas for lists.	Colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Dashes, colons to mark clause boundaries	Brackets and dashes Hyphens Commas	Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Apostrophes. All forms of parenthesis.	Hyphens Commas All forms of parenthesis.

## English Medium Plan Year 6 Non-fiction

2021-2022

<p><b>Text level features</b></p>	<ul style="list-style-type: none"> <li>• To read and evaluate a range of instructional texts in terms of their: purposes, layout; clarity and usefulness;</li> <li>• Use of modal verbs</li> <li>• Imperative verbs</li> <li>• Headings, subheadings and diagrams</li> <li>• Chronological order and sequencing</li> <li>• Expanding noun phrases</li> <li>• Rhetorical questions</li> <li>• Bullet points and note-making</li> <li>• To write instructional texts, and test them out, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques of dialogic talk to explore ideas, topics or issues</li> <li>• Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</li> <li>• Understand and use a variety of ways to criticise constructively and respond to criticism</li> <li>• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</li> <li>• Appraise a text quickly, deciding on its value, quality or usefulness</li> <li>• Understand how writers use different</li> </ul>	<ul style="list-style-type: none"> <li>• To select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;</li> <li>• To collect and investigate use of persuasive devices: e.g. words and phrases</li> <li>• note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked;</li> <li>• Common themes and structures</li> <li>• Use of persuasive language and modal verbs</li> <li>• Cohesion across paragraphs using</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of oral techniques to present persuasive arguments and engaging narratives</li> <li>• Use the techniques of dialogic talk to explore ideas, topics or issues</li> <li>• Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose               <ul style="list-style-type: none"> <li>•Improvise using a range of drama strategies and conventions to explore interview techniques.</li> </ul> </li> <li>• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</li> <li>• Use a range of appropriate strategies to edit, proofread and</li> </ul>	<ul style="list-style-type: none"> <li>• Use and explore different question types and different ways words are used, including in formal and informal contexts</li> <li>• Identify different question types and evaluate their impact on the audience</li> <li>• Identify some different aspects of talk that vary between formal and informal.</li> <li>• Plan and manage a group task over time using different levels of planning</li> <li>• Understand the process of decision making</li> <li>• Reflect on how working in role helps to explore complex issues</li> </ul>
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	<p>instructions for loading computers.</p> <ul style="list-style-type: none"> <li>to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;</li> <li>Identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.</li> </ul>	<p>structures to create coherence and impact</p> <ul style="list-style-type: none"> <li>Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</li> <li>Read extensively and discuss personal reading with others, including in reading groups</li> <li>Compare how writers from different times and places present experiences and use language</li> <li>In non-narrative, establish, balance and maintain viewpoints</li> <li>Select words and language drawing on their knowledge of literary features and formal and informal writing</li> </ul>	<p>conjunctions and adverbials.</p> <ul style="list-style-type: none"> <li>Exaggeration through powerful adjectives and adverbs</li> <li>Rhetorical questions</li> <li>To construct an argument in note form or full text to persuade others of a point of view</li> <li>present the case to the class or a group;</li> <li>Evaluate its effectiveness</li> <li>To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures.</li> </ul>	<p>correct spelling in their own work, on paper and on screen</p> <ul style="list-style-type: none"> <li>Appraise a text quickly, deciding on its value, quality or usefulness</li> <li>Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</li> <li>Sustain engagement with longer texts, using different techniques to make the text come alive</li> <li>Compare how writers from different times and places present experiences and use language</li> <li>Use different narrative techniques to engage and entertain the reader</li> <li>Select words and language</li> </ul>	<ul style="list-style-type: none"> <li>Group and classify words according to their spelling patterns and their meanings</li> <li>Make notes on and use evidence from across a text to explain events or ideas</li> <li>Compare different types of narrative and information</li> <li>Reflect on reading habits and preferences and plan personal reading.</li> <li>Reflect independently and critically on their own writing and edit and improve it</li> <li>Adapt non-narrative forms and styles to write fiction or factual texts,</li> </ul>
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		<ul style="list-style-type: none"> <li>• Use varied structures to shape and organise texts coherently</li> <li>• Use paragraphs to achieve pace and emphasis</li> <li>• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways e.g. use of bullet points, lists, columns and subheadings.</li> <li>• Use punctuation to clarify meaning in complex sentences</li> <li>• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</li> </ul>		<p>drawing on their knowledge of literary features and formal and informal writing</p> <ul style="list-style-type: none"> <li>• Integrate words, images and sounds imaginatively for different purposes</li> <li>• Use varied structures to shape and organise texts coherently</li> <li>• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</li> <li>• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</li> </ul>	<p>including poems</p> <ul style="list-style-type: none"> <li>• Create multi-layered texts.</li> <li>• Experiment with the order of sections and paragraphs to achieve different effects</li> <li>• Change the order of material within a paragraph, moving the topic sentence</li> <li>• Adapt sentence construction</li> </ul>
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**English Medium Plan Year 6 Non-fiction**  
**2021-2022**

<b>Spelling</b>					
<b>Handwriting</b>					



## English Medium Plan Year 6 Poetry

2021-2022

<b>Text Type:</b>	<b><u>Free Verse</u></b>	<b><u>Imagery and Themes</u></b>
<b>Suggested Texts</b>	The Sea by James Reeves The Works KS2 chosen by Pie Corbett Half-caste and other poems by John Agard	Monster poems. Poems around a theme or based on a story.
<b>Writing Outcome Suggestion</b>	Children magpie language and ideas from various poetry and build their own poem to perform orally with free expression.	Children imitate the language from other poetry, selecting key similes, alliteration etc. Children build their poem based around a theme using this imagery.
<b>Grammar</b>	Similes Alliteration Personification Standard and non-standard English Formal and informal language	Similes Personification Alliteration Metaphors Standard and non-standard English
<b>Punctuation</b>	Commas for clauses and lists Semi colons to separate clauses Full range of punctuation to demarcate sentences (including apostrophes and ellipsis).	Commas for clauses and lists Semi colons and colons for clauses Full range of punctuation to demarcate sentences (including apostrophes and ellipsis).
<b>Text level features</b>	<ul style="list-style-type: none"> <li>• Listen to, read and discuss an increasingly wide range of poetry.</li> <li>• Prepare poems to read aloud and perform using dramatic effects.</li> <li>• Making comparisons within and across texts.</li> <li>• Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>• Explore texts in groups and deepening comprehension through discussion.</li> <li>• Explore the meaning of new vocabulary within the context of the text.</li> <li>• Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise themes within and across texts e.g. hope, peace, fortune, survival.</li> <li>• Learning a wider range of poems by heart.</li> <li>• Prepare poems to read aloud and perform using dramatic effects.</li> <li>• Listen to, read and discuss an increasingly wide range of poetry.</li> <li>• Recommend poems to their peers with detailed reasons for their opinions.</li> <li>• Explore poems in groups and deepen comprehension through discussion.</li> <li>• Explain the meaning of new vocabulary within the context of the text.</li> <li>• Through close reading, re-read and read ahead to locate clues to support</li> </ul>

## English Medium Plan Year 6 Poetry

**2021-2022**

	<ul style="list-style-type: none"> <li>• Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>• Evaluate and improve performances of compositions focusing on:</li> <li>• Appropriate and effective intonation and volume.</li> <li>• Gesture and movement to enhance meaning.</li> </ul>	<p>understanding and justify with evidence from the text.</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how poets use language including figurative language, considering the impact on the reader.</li> <li>• Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>• Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these words, phrases and techniques.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Evaluate and edit by:               <ul style="list-style-type: none"> <li>• -reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>• -proofread for grammatical, spelling and punctuation errors.</li> </ul> </li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> </ul>
<b>Spelling</b>		
<b>Handwriting</b>		