

Year 6 Medium Term plan 2023-2024

Summer

Week	Unit	Book	Outcome	Writing Focus	Grammar & Punctuation
1	Fiction	Kensuke's Kingdom	Recount	Writing from another perspective	Time conjunctions
2			Narrative from alternative perspective	Past tense	
3			Letter writing	Adverbials	
4			Travel brochure	Prepositions	
5	Grammar Focus – SATs prep				
6	Fiction	Alma (Literacy Shed film)	Setting description	Describing a setting	Adjectives
Half term					
1	Fiction and poetry	Alma & LGBT (The Black Flamingo)	Narrative from alternative perspective	Writing from another perspective	Adjectives
			Poem (extended metaphor)	Using poetic devices	Adverbs
					Sentence structure (Allan Peat sentences)
					Poetic devices with focus on metaphor
2	Non-fiction	Enterprise	Adverts	Writing to persuade	Time connectives
					Persuasive sentence starters
					Cause and effect conjunctions
					Present tense

					<i>Hyperbole</i>
3	<i>Poetry</i>	<i>Ted Hughes & John Agard</i>		<i>Using poetic devices</i>	<i>Capitalisation of first letter of every line</i> <i>Poetic devices</i>
4	<i>Non fiction</i>	<i>Windrush</i>	<i>Letters</i> <i>Diary entries</i>	<i>Writing in an informal, emotive style</i>	<i>Time conjunctions</i> <i>Past tense</i> <i>Adverbials</i> <i>Prepositions</i> <i>Pronouns</i>
5	<i>Non fiction</i>	<i>'Welcome to Year 6' leaflet</i>	<i>Persuasive writing</i>	<i>Writing to persuade</i>	<i>Time connectives</i> <i>Persuasive sentence starters</i> <i>Cause and effect conjunctions</i> <i>Present tense</i> <i>Hyperbole</i>
6	<i>Production</i>				
7	<i>End of year activities</i>				

	NC Speaking & Listening	NC Reading	NC Writing
Fiction	<p><i>Spoken language:</i></p> <ul style="list-style-type: none"> <i>- listen and respond appropriately to adults and their peers</i> <i>- ask relevant questions to extend their understanding and knowledge</i> 	<p><i>Reading - comprehension:</i></p> <ul style="list-style-type: none"> <i>- develop positive attitudes to reading and understanding of what they read by:</i> <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> 	<p><i>Writing - composition:</i></p> <ul style="list-style-type: none"> <i>- plan their writing by:</i> <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> <i>discussing and recording ideas</i>

	<ul style="list-style-type: none"> - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates 	<p>identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text 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 identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: expanded noun phrases to describe and specify [for example, the blue butterfly]
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	<ul style="list-style-type: none"> - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> - use and understand the grammatical terminology in English Appendix 2 in discussing their writing. - indicate grammatical and other features by: using and punctuating direct speech
Non-fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context identifying main ideas drawn from more than one paragraph and summarising these 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

	<p>topic and initiating and responding to comments</p> <ul style="list-style-type: none"> - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Poetry	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - articulate and justify answers, arguments and opinions - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

	<p><i>hypothesising, imagining and exploring ideas</i></p> <ul style="list-style-type: none"> - <i>speak audibly and fluently with an increasing command of Standard English</i> - <i>participate in discussions, presentations, performances, role play, improvisations and debates</i> - <i>gain, maintain and monitor the interest of the listener(s)</i> - <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i> - <i>select and use appropriate registers for effective communication.</i> 	<ul style="list-style-type: none"> - <i>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning</i> - <i>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i> 	<ul style="list-style-type: none"> - <i>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</i> - <i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>
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