**English Medium Term Planning - Year 6 Spring Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| Room 13 – Robert Swindells | * + Maintain positive attitudes to reading and 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
	+ identifying and discussing themes and conventions in and across a wide range of writing
	+ making comparisons within and across books
* 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 one paragraph, identifying key details that support the main ideas
* identifying how language, structure and presentation contribute to meaning
* 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.
	+ 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
	+ 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
	+ 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
	+ Proof-read for spelling and punctuation errors
	+ Use dictionaries to check the spelling and meaning of words
	+ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	+ Use a thesaurus.
	+ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	+ using expanded noun phrases to convey complicated information concisely
	+ using semi-colons, colons or dashes to mark boundaries between independent clauses
 | Narrative – suspense writing  | 1- 2 weeks  |
| The Island – Armin Greder | * + Maintain positive attitudes to reading and understanding of what they read by:
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	+ identifying and discussing themes and conventions in and across a wide range of writing
* making comparisons within and across books
* 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
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	+ 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
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* develop their understanding:
	+ 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 (i.e. omitted) relative pronoun
	+ learning the grammar for years 5 and 6 in English Appendix 2
	+ Proof-read for spelling and punctuation errors
	+ Use dictionaries to check the spelling and meaning of words
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	+ using modal verbs or adverbs to indicate degrees of possibility
	+ Use a thesaurus.
	+ using commas to clarify meaning or avoid ambiguity in writing
	+ using hyphens to avoid ambiguity
	+ using brackets, dashes or commas to indicate parenthesis
	+ using semi-colons, colons or dashes to mark boundaries between independent clauses
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 | Formal and informal letters | 1-2 weeks |
| Extracts from Anne Frank’s dairy  | * + Maintain positive attitudes to reading and understanding of what they read by:
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 | Diary entries | 1-2 weeks |
| History link - Slavery  | * Write legibly, fluently and with increasing speed by:
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 | Anti-slavery speeches  | 1-2 weeks |
| Science link – smoking / drugs / alcohol  | * + Maintain positive attitudes to reading and understanding of what they read by:
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 | Persuasive writing – choose topic based on children’s interests (smoking /drugs /alcohol/ healthy eating) | 1- 2 weeks  |
| Poetry – seasonal  | * maintain positive attitudes to reading and 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
	+ 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
	+ learning a wider range of poetry by heart
* 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
* proof-read for spelling and punctuation errors
 | Write poems about Spring and learn the Daffodils poem by William Wordsworth.Learn a poem by heart (children to choose from a selection of classic poems) | 1 week |