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| Year 6 Medium Term Plan - English | |
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[illegible]

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| | <p>Children can engage in discussions around who their audience would be.</p> <p>Children use mood to create atmosphere (colours, environment, population and comparisons).</p> <p>Children select appropriate language to evoke emotion.</p> <p>Children can use prior knowledge of mood and imagery to describe a setting.</p> <p>Children can select and use appropriate tier 2/3 vocabulary.</p> <p>Children carefully structure their writing to take the reader on a journey (zoom in effect).</p> | <p>Children can engage in discussions around who their audience would be.</p> <p>Children will draw on historical events, character's experiences and emotions to explain their motives.</p> <p>Children use emotive language to influence the audience.</p> <p>Children use appropriate structures with an awareness of the character's point of view and age.</p> <p>Children use rhetoric structures.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p> | <p>Children can engage in discussions around who their audience would be.</p> <p>Children will use descriptive techniques to indicate a sense of danger to the reader.</p> <p>Children use mood to create atmosphere (weather, environment and emotions).</p> <p>Children mimic the style of an author to create a sense of unknown.</p> | <p>Children can engage in discussions around who their audience would be.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p> | <p>Children can engage in discussions around who their audience would be.</p> | <p>Children can engage in discussions around who their audience would be.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p> |
| Skills Phase | <p>Use personification to create effective imagery.</p> <p>Use colons and semi-colons to punctuate the rule of 3.</p> <p>Choosing nouns and pronouns appropriately to avoid</p> | <p>Understand the 4 different sentence types (statement, question, command and exclamation) including rhetorical questions and exclamation to exaggerate.</p> | <p>Vary sentence lengths to build tension.</p> <p>Use the notion of the unknown to entice the reader.</p> <p>Structure writing using a 'zooming in' technique.</p> | | | |

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| | <p>repetition and create cohesion.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Children manipulate vocabulary using appropriate structures with an awareness of the character's point of view and age.</p> | <p>Vary parenthesis using brackets, dashes or commas to indicate clauses.</p> <p>Choosing nouns and pronouns appropriately to avoid repetition and create cohesion.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children use formal structures and tone.</p> <p>Children can use conjunctions to show alternate viewpoints.</p> <p>Use semicolons to mark boundaries between clauses.</p> | | | |
| Editing | <p>In year 6 children should be well-practised editors capable of self-editing pieces of writing in detail independently.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader or varying nouns and pronouns to make the writing more cohesive.</p> | | | | |

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| | <p>They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p> <p>They may amend the lengths of sentences shortening sentences in order to remove detail to create suspense or question from the reader or to be brief and purposeful in their point e.g in a speech ‘ How dare you.’</p> <p>They may extend sentences to include necessary details to build an image for the reader or to create a feeling of ‘overthinking’ ‘breathlessness’ or ‘fear’ in a character.</p> <p>Children may also rearrange sentences with the purpose of omitting the object by using passive voice to remove blame and create bias. (E.g. Many were persecuted.)</p> |
| Spelling | Ed – Shed Spelling |