

Year 6 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| <p>Term 1 Survival Set text: Treasure Island</p> <p>Terminology: subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi- colon, bullet points</p> | <p>Writing sentences</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> | <p>Diary entries</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> | <p>Letters</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> | <p>Character</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> | <p>Settings</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, referee</p> | <p>ASSESSMENT WEEK</p> | <p>Non-fiction: survival techniques- paragraphs</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>)</p> <p>Use of the hyphen</p> | <p>Non-fiction: adverts</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, referee</p> |
| <p>Term 2 Survival</p> | <p>Newspaper reports</p> | <p>Persuasive writing</p> | <p>ASSESSMENT WEEK</p> | <p>Characters</p> | <p>Non-fiction: leaflets</p> | <p>Non-fiction: leaflets-</p> | <p>Poems</p> | |

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| <p>Set text: Kensuke's Kingdom</p> <p>Terminology: subject, object active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi- colon, bullet points</p> | <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p> | <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p> | | <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p> <p>Endings which sound like /ʃəl/ -cial, -tial e.g. special, partial</p> | <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Words containing the letter-string ough e.g. bought, cough, through, plough, thorough</p> | <p>headings, bullet points, underlining</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Words with the /i:/ sound spelt ei after c e.g. deceive</p> | <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p> <p>Endings which sound like /ʃəl/ -cial, -tial e.g. special, partial</p> | |
| <p>Term 3 India Set Text: Broken Glass</p> <p>Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> | <p>Character in writing narratives, considering how authors have developed characters and settings in what pupils have read,</p> | <p>Biography using further organisational and presentational devices to structure text and to guide the reader [for example, headings,</p> | <p>Biography noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Use of the semi-colon, colon and</p> | <p>ASSESSMENT WEEK</p> | <p>Poetry assessing the effectiveness of their own and others' writing</p> <p>How hyphens can be used to avoid ambiguity (e.g.</p> | <p>Poetry perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | | |

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| | <p>listened to or seen performed</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p><i>Words with the /i:/ sound spelt ei after c</i> e.g. <i>deceive</i></p> | <p>bullet points, underlining]</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Words containing the letter-string ough e.g. bought, cough, through, plough, thorough</p> | <p>dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Endings which sound like /ʃəl/-cial, -tial e.g. special, partial</p> | | <p><i>man eating shark versus man-eating shark, or recover versus re-cover)</i></p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. precious</p> | <p>the use of subjunctive forms</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> | | |
| <p>Term 4 India Set Text: Broken Glass Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> | <p>Recount using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p> <p>Ellipsis</p> <p><i>Adding suffixes</i></p> | <p>ASSESSMENT WEEK</p> | <p>Autobiography noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> | <p>Autobiography identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Use of the colon to introduce a list Punctuation of bullet points to list information</p> | <p>SATS Prep Review of gaps Review of gap analysis <i>See word list</i></p> | <p>SATS Prep Review of gaps Review of gap analysis <i>See word list</i></p> | | |

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| | beginning with vowel letters to words ending in -fer e.g. referring, referee | | | Words ending in –able and –ible –ably and –ibly | | | | |
| Term 5 SATs prep/ WW2 Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points | SATS Prep Review of gaps Review of gap analysis See word list | SATS Prep Review of gaps Review of gap analysis See word list | SATS Prep Review of gaps Review of gap analysis See word list | SATS Prep Review of gaps Review of gap analysis See word list | Narrative choosing the writing implement that is best suited for a task Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Endings which sound like /ʃəs/ spelt –cious or –tious e.g. <i>precious</i> | | | |
| Term 6 WW2 Goodnight Mr Tom Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points | Letters choosing the writing implement that is best suited for a task Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Endings which sound like /ʃəs/ spelt –cious or – | Diary choosing the writing implement that is best suited for a task Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>) Endings which sound like /ʃəl/ | Instructions choosing the writing implement that is best suited for a task Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Words containing the letter-string ough | Reports choosing the writing implement that is best suited for a task Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun <i>Words with the /i:/ sound spelt ei after c</i> | Poetry choosing the writing implement that is best suited for a task Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Homophones and near homophones (see word list) | Poetry choosing the writing implement that is best suited for a task Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Homophones and near homophones (see word list) | Narrative choosing the writing implement that is best suited for a task Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>) Word list | Narrative choosing the writing implement that is best suited for a task Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>) Word list |

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| | tious e.g. precious | -cial, -tial e.g. special, partial | e.g. bought, cough, through, plough, thorough | <i>e.g. deceive</i> | | | | |
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