

Subject English – Year 6 Autumn 1 MTP		Covered once/	Covered twice/	Revisited/ S&L	TEXT: HOLES
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>-proof-read for spelling and punctuation errors</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>VPG:</b> Pupils should be taught to:</p>	1	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- considering how authors have developed characters</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- in narrative, describing character</li> <li>- use a range of devices to build cohesion within paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- proof-read for spelling and punctuation errors</li> <li>- Use expanded noun phrases to convey information.</li> <li>Use commas to clarify meaning (with openers)</li> <li>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</li> </ul>	<p>I can vary openers using fronted adverbials.</p> <p>I can use commas for clarity after openers.</p> <p>I can use expanded noun phrases with pre- and post-modifiers.</p> <p>I can proof-read my work for spelling and grammar errors.</p>	<p><b>Character Description</b></p> <p>Use a familiar character from the story to build vocabulary and ideas.</p> <p>Silhouette activity: use silhouette to separate personality traits and outward appearance and movement.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	
	2	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p>I can distinguish between language when I am speaking and writing.</p>		<p><b>Persuasive Letter</b></p> <p>Letters from the campers to the Warden or other official asking for camp conditions to be improved.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p>I can distinguish between language when I am speaking and writing.</p>	<p><b>Persuasive Letter</b></p> <p>Letters from the campers to the Warden or other official asking for camp conditions to be improved.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	
	4	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p>I can distinguish between language when I am speaking and writing.</p>		<p><b>Persuasive Letter</b></p> <p>Letters from the campers to the Warden or other official asking for camp conditions to be improved.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>

<p>-Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>♣ using passive verbs to affect the presentation of information in a sentence</li> <li>♣ using the perfect form of verbs to mark relationships of time and cause</li> <li>♣ using expanded noun phrases to convey complicated information concisely</li> <li>♣ using modal verbs or adverbs to indicate degrees of possibility</li> <li>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>♣ learning the grammar for years 5 and 6 in English Appendix</p> <p>-Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> </ul> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p><b>S&amp;L</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen and respond appropriately to adults and their peers</li> <li>♣ ask relevant questions to extend their understanding and knowledge</li> <li>♣ use relevant strategies to build their vocabulary</li> <li>♣ articulate and justify answers, arguments and opinions</li> <li>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>♣ speak audibly and fluently with an increasing command of Standard English</li> <li>♣ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>♣ gain, maintain and monitor the interest of the listener(s)</li> <li>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>§ select and use appropriate registers for effective communication.</li> </ul>		<ul style="list-style-type: none"> <li>- using semi-colons to mark boundaries between independent clauses</li> <li>-to use hyphens to avoid ambiguity</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (in planning)</li> </ul>		<p>Other curriculum links: Use Votes for Schools for interesting arguments that can be adapted to a persuasive letter. Use scenarios relevant to children and their lives.</p>
	5	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>I can relative clauses with different relative pronouns.</p> <p>I can use bullet points, correctly laid out.</p> <p>I can choose language appropriate to my audience.</p>	<p><b><u>Non-Chronological Report</u></b></p> <p>Link report to cross-curricular topics or something linked to Holes.</p> <p>Practise writing for different audiences such as adult and children- think about language will be different.</p>
	6	<p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- punctuate bullet points consistently</li> <li>- use a colon to introduce a list</li> <li>- listen and respond appropriately to adults and their peers</li> </ul>	<p>I can use a colon to introduce a list.</p> <p>I can ensure tense is consistent and correct through my writing.</p>	<p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	7	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- considering how authors have developed characters and settings in what pupils have read, listened to or seen</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>precising longer passages</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>-proof-read for spelling and punctuation errors</li> <li>-using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>-use brackets, dashes and commas for articulating opinions</li> </ul>	<p>I can use a variety of openers.</p> <p>I can brackets and dashes for parenthesis.</p> <p>I can use semicolons, colons and dashes to separate clauses.</p> <p>I can articulate my opinions in spoken form before writing.</p>	<p><b><u>Book Reports/ Reviews</u></b></p> <p>Review the book that has been read and discuss any favourite books from the library. Articulate reasoning and opinions verbally to a partner or group before writing.</p> <p>Move to reviewing other topics such as food/ drink, days out and places to go.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using</p>

				editing pens with support from teacher and peers; rewrite a finished version.
<b>Vocabulary:</b>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>VPG:</b></p>	1	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- in narrative, describing settings and atmosphere</li> <li>- use a range of devices to build cohesion within paragraphs</li> </ul>	<p>I can use modal verbs or adverbs.</p> <p>I can use semi-colons to separate clauses.</p> <p>I can use a formal register and relevant vocabulary.</p>	<p><b>Balanced Argument</b></p> <p>Balanced Argument – For or Against Xenotransplantation.</p> <p>Plan Writing - develop ideas for both for and against (taking inspiration from the story).</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version..</p>
	2	<p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Use expanded noun phrases to convey information concisely.</li> </ul> <p>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>		
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>I can use a range of cohesive devices.</p> <p>I can use punctuation for parenthesis.</p> <p>I can use punctuation to mark the boundaries between clauses.</p>	<p><b>Diary Entry</b></p> <p>Link diary entry to Cameron in PHB.</p> <p>Think about different moods- positive and negative and the use of informality.</p> <p>Consider the same event from different people's perspectives and think how language and voice will differ.</p>
	4	<p>Edit and evaluate:</p>		<p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught</p>

<p><b>Pupils should be taught to:</b>          -Develop their understanding of the concepts set out in English Appendix 2 by:          ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ <b>using passive verbs to affect the presentation of information in a sentence</b> ♣ using the perfect form of verbs to mark relationships of time and cause ♣ <b>using expanded noun phrases to convey complicated information concisely</b> ♣ <b>using modal verbs or adverbs to indicate degrees of possibility</b> ♣ <b>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b> ♣ learning the grammar for years 5 and 6 in English Appendix          -Indicate grammatical and other features by:          ♣ <b>using commas to clarify meaning or avoid ambiguity in writing</b> ♣ <b>using hyphens to avoid ambiguity</b> ♣ <b>using brackets, dashes or commas to indicate parenthesis</b> ♣ <b>using semi-colons, colons or dashes to mark boundaries between independent clauses</b> ♣ <b>using a colon to introduce a list</b> ♣ <b>punctuating bullet points consistently</b>          -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p><b>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b>, proof-read for spelling and punctuation errors (edit session)          - <b>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b>          - <b>recognising vocabulary and structures that are appropriate for formal speech and writing,</b>          - <b>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</b>          - <b>using passive verbs to affect the presentation of information in a sentence</b>  <b>-gain, maintain and monitor the interest of the listener(s)</b>          - <b>speak audibly and fluently with an increasing command of Standard English</b>          - <b>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b></p>		<p>skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p><b>S&amp;L</b>  <b>Pupils should be taught to:</b> ♣ <b>listen and respond appropriately to adults and their peers</b> ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ <b>articulate</b> and justify answers, arguments and <b>opinions</b> ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ <b>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b> ♣ <b>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b> ♣ <b>speak audibly and fluently with an increasing command of Standard English</b> ♣ <b>participate in discussions, presentations, performances, role play, improvisations and debates</b> ♣ <b>gain, maintain and monitor the interest of the listener(s)</b> ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</p>	<p>5 Plan writing:          - <b>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</b>          - <b>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b>          - <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>  <b>-noting and developing initial ideas, assessing the effectiveness of their own and others' writing</b>          Draft and write:          - <b>using a wide range of devices to build cohesion within and across paragraphs</b></p>	<p>I can integrate dialogue to convey character and advance the action.          I can use a range of openers, using commas correctly.          I can use ellipses to build suspense.</p>	<p><b>Narrative</b> – Christmas Truce (or new Christmas Advert if preferable)          Watch the Sainsburys Advert of Christmas Truce. Discuss scene by scene. Compare with Paul McCartney’s Pipes of Peace – discuss reactions/feelings.          Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using perfect pens with support from the teacher and children then write published version</p>
	<p>6</p>		

	<p>Edit and evaluate:  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning , proof-read for spelling and punctuation errors (edit session)</p>		
	<p>7</p> <p>Plan writing:  - Identifying the audience and purpose for the writing, using similar writing as models for their own.</p> <p>Draft and write:  - Select appropriate vocabulary, understanding how choices can enhance meaning</p> <p>Edit and evaluate:  - Propose changes to vocabulary to enhance meaning  - Perform composition using appropriate volume, intonation and movement.  - Participate in performances  -- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>I can think about the shape, form and structure of my poem.</p> <p>I can use personification and onomatopoeia.</p> <p>I can perform my poem, using appropriate volume, intonation and movement.</p>	<p><b>Poetry</b></p> <p>Poetry -linked to Winter/Christmas.</p> <p>Provide children with different examples of poems observing form and structure ie rhyming couplets, metre, verse, repetition.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using perfecto pens with support from the teacher and children then write published version</p>
<p><b>Vocabulary:</b></p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>		

Subject English – Year 6 Spring 1 MTP		Covered once/	Covered twice/	Revisited/ S&L	TEXT: Macbeth	
Spelling and handwriting practice to take place daily.						
National Curriculum	Week	NC - Coverage		Skills Taught	Activity outline	
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>-proof-read for spelling and punctuation errors</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>VPG:</b> Pupils should be taught to:</p> <p>-Develop their understanding of the concepts set out in English Appendix 2 by:</p>	1	Plan writing: considering how authors have developed characters	Draft and write: in narrative, describing character use a range of devices to build cohesion within paragraphs	I can vary openers, using fronted adverbials.	<p><b>Character Description</b></p> <p>Children to write a character description of the Three Weird Sisters aka The Witches. Considering contrasting features to build vocabulary and ideas.</p> <p>Silhouette activity: use silhouettes to separate personality traits and outward appearance and movement. Consider how they can portray each witch with unique qualities.</p> <p>The witch group should have a single phrase: 'All Hail, Macbeth and Banquo!' to ensure dialogue is integrated appropriately.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	
	2	-and integrating dialogue to convey character and advance the action	Edit and evaluate: - proof-read for spelling and punctuation errors - Use expanded noun phrases to convey information. Use commas to clarify meaning (with openers) Use hyphens to avoid ambiguity listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can use commas for clarity after openers.		I can use expanded noun phrases with pre- and post-modifiers.
	3	Plan writing: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Draft and write: using a wide range of devices to build cohesion within and across paragraphs	I can use all punctuation for direct speech.	I can use relative clauses.	<p><b>Newspaper Report</b></p> <p>Use events that appear in the book. Consider bold headlines and conciseness of information. What will happen if we aren't concise? Consider reporting with different moods- the difference between reporting the same thing in a positive and sad light..</p> <p>Use contrasting characters for quotes; consider degrees of formality.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using</p>
	4	Edit and evaluate: ensuring the consistent and correct use of tense throughout a piece of writing		I can proof-read my work for spelling and grammar errors.	I can use hyphens in my work to avoid ambiguity.	

<p>♣ 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 ♣</p>		<p>-using the perfect form of verbs to mark relationships of time and cause          using semi-colons, colons or dashes to mark boundaries between independent clauses          give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (through presenting of work)</p>	<p>previous taught skills; proof read and edit using editing pens then write published version.</p>
<p>learning the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by:          ♣ 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 ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</p>	<p>5 Plan writing:          - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own          - noting and developing initial ideas, drawing on reading and research where necessary, assessing the effectiveness of their own and others' writing</p>	<p>I can integrate dialogue to convey character and advance the action.           I can use a range of cohesive devices.           I can use punctuation for parenthesis and to mark the boundaries between clauses.</p>	<p><b><u>Narrative</u></b>           Children to retell the story of Macbeth focusing on cohesion and dialogue to convey character and advance action.           Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green pens with support from the teacher and children then write published version.</p>
<p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  <b>S&amp;L</b>          Pupils should be taught to: ♣ 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 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 ♣ 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.</p>	<p>6 Draft and write:          - using further organisational and presentational devices to structure text and to guide the reader          Edit and evaluate:          - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning , proof-read for spelling and punctuation errors          - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms          -choosing the appropriate register          - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning           -articulate and justify answers, arguments and opinions          - participate in discussions, presentations, performances, role play, improvisations and debates</p>		



		<ul style="list-style-type: none"> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>-select and use appropriate registers for effective communication.</li> <li>-maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		
	7	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>-Identifying the audience and purpose for the writing, using similar writing as models for their own.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>-integrating dialogue to convey character and advance the action</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> </ul> <p>Perform composition using appropriate volume, intonation and movement.</p> <ul style="list-style-type: none"> <li>-Participate in performances and role play speak audibly and fluently with an increasing command of Standard English</li> <li>-participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>-gain, maintain and monitor the interest of the listener</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can think about the shape, form and structure of my poem.</p> <p>I can use a range of poetic and figurative devices including repetition, personification and onomatopoeia.</p> <p>I can perform my poem, using appropriate volume, intonation and movement.</p>	<p><b>Poetry</b></p> <p>Children to create their own free verse poetry based on the 'Three Witches' in Macbeth. Children will draw upon their vocabulary choices from their character descriptions early that term and how those skills can be developed when writing poetry.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green pens with support from the teacher and children then write published version.</p>
<p><b>Vocabulary:</b></p>		<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>		

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>-proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>VPG:</b> Pupils should be taught to:</p>	1	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- punctuate bullet points consistently</li> <li>- listen and respond appropriately to adults and their peers</li> </ul>	<p>I can use relative clauses.</p> <p>I can use brackets, dashes and commas for parenthesis.</p> <p>I can gain and maintain the interest of readers and listeners</p>	<p><b>Diary Entry</b></p> <p>Link diary entry to the main character in SotC.</p> <p>Think about the main events of the story and how language and voice will convey the character effectively.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version</p>
	2	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>I can relative clauses with different relative pronouns.</p> <p>I can use bullet points, correctly laid out.</p> <p>I can choose language appropriate to my audience.</p>	<p><b>Non-Chronological Report – Information Text</b></p> <p>Biography on Victorian Workhouses.</p> <p>Practicing writing for different audiences such as adult and children- think about which facts will interest which audience more (ie gaming would appeal to younger audience).</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>I can relative clauses with different relative pronouns.</p> <p>I can use bullet points, correctly laid out.</p> <p>I can choose language appropriate to my audience.</p>	<p><b>Non-Chronological Report – Information Text</b></p> <p>Biography on Victorian Workhouses.</p> <p>Practicing writing for different audiences such as adult and children- think about which facts will interest which audience more (ie gaming would appeal to younger audience).</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	4	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>I can ensure tense is consistent and correct through my writing.</p>	<p><b>Non-Chronological Report – Information Text</b></p> <p>Biography on Victorian Workhouses.</p> <p>Practicing writing for different audiences such as adult and children- think about which facts will interest which audience more (ie gaming would appeal to younger audience).</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>

<p>-Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>♣ using passive verbs to affect the presentation of information in a sentence</li> <li>♣ using the perfect form of verbs to mark relationships of time and cause</li> <li>♣ using expanded noun phrases to convey complicated information concisely</li> <li>♣ using modal verbs or adverbs to indicate degrees of possibility</li> <li>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>learning the grammar for years 5 and 6 in English Appendix</p> <p>-Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> </ul> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p><b>S&amp;L</b></p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>♣ listen and respond appropriately to adults and their peers</li> <li>♣ ask relevant questions to extend their understanding and knowledge</li> <li>♣ use relevant strategies to build their vocabulary</li> <li>♣ articulate and justify answers, arguments and opinions</li> <li>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>♣ speak audibly and fluently with an increasing command of Standard English</li> <li>♣ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>♣ gain, maintain and monitor the interest of the listener(s)</li> <li>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>♣ select and use appropriate registers for effective communication.</li> </ul>		<p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning , proof-read for spelling and punctuation errors (edit session)</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> </ul>		
	<p>5</p> <p>6</p>	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>punctuate bullet points consistently</li> <li>-listen and respond appropriately to adults and their peers</li> <li>-ask relevant questions to extend their understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> </ul>	<p>I can use all punctuation for direct speech.</p> <p>I can use relative clauses.</p> <p>I can use brackets, dashes and commas for parenthesis.</p> <p>I can gain and maintain the interest of readers and listeners</p>	<p><b><u>Narrative</u></b></p> <p>Children to retell main events from SotC focusing on cohesion and dialogue to convey character and advance action.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof -read and edit using green pens with support from the teacher and children then write published version.</p>

	7	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning , proof-read for spelling and punctuation errors</li> <li>-using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<p>I can think about the shape, form and structure of my poem.</p> <p>I can use a range of poetic and figurative devices including repetition, personification and onomatopoeia.</p> <p>I can perform my poem, using appropriate volume, intonation and movement.</p>	<p><b>Poetry</b></p> <p>Children to create their ballad based on events from SotC. Children will draw upon main events from their narratives to develop and apply skills to poetry.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green pens with support from the teacher and children then write published version.</p>
<p><b>Vocabulary:</b></p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

Subject English – Year 6 Summer 1 MTP <span style="background-color: red; color: white;">Covered once/</span> <span style="background-color: yellow;">Covered twice/</span> <span style="background-color: green;">Revisited/</span> <span style="background-color: cyan;">S&amp;LY1</span>				TEXT: Stormbreaker
Spelling and handwriting practice to take place daily.				
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>-proof-read for spelling and punctuation errors</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>VPG:</b> Pupils should be taught to:</p> <p>-Develop their understanding of the concepts set out in English Appendix 2 by:</p>	1	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- articulate and justify answers, arguments (during verbal debate)</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can vary openers.</p> <p>I can use the subjunctive form.</p> <p>I can use mostly formal vocabulary.</p> <p>I can assess if my writing is effective and look at someone else's.</p>	<p><b><u>Persuasive Letter</u></b></p> <p>Should animals be bred for the sole purpose of being used for their organs?</p> <p>Begin with verbal debates so children get used to discussing arguments, even if it isn't their own opinion.</p> <p>Children to write a persuasive letter to Dr Bryce – either persuading him to stop his research or to continue.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	2	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- articulate and justify answers, arguments (during verbal debate)</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can vary openers.</p> <p>I can use the subjunctive form.</p> <p>I can use mostly formal vocabulary.</p> <p>I can assess if my writing is effective and look at someone else's.</p>	<p><b><u>Persuasive Letter</u></b></p> <p>Should animals be bred for the sole purpose of being used for their organs?</p> <p>Begin with verbal debates so children get used to discussing arguments, even if it isn't their own opinion.</p> <p>Children to write a persuasive letter to Dr Bryce – either persuading him to stop his research or to continue.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- articulate and justify answers, arguments (during verbal debate)</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can vary openers.</p> <p>I can use the subjunctive form.</p> <p>I can use mostly formal vocabulary.</p> <p>I can assess if my writing is effective and look at someone else's.</p>	<p><b><u>Persuasive Letter</u></b></p> <p>Should animals be bred for the sole purpose of being used for their organs?</p> <p>Begin with verbal debates so children get used to discussing arguments, even if it isn't their own opinion.</p> <p>Children to write a persuasive letter to Dr Bryce – either persuading him to stop his research or to continue.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	4	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- articulate and justify answers, arguments (during verbal debate)</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can vary openers.</p> <p>I can use the subjunctive form.</p> <p>I can use mostly formal vocabulary.</p> <p>I can assess if my writing is effective and look at someone else's.</p>	<p><b><u>Persuasive Letter</u></b></p> <p>Should animals be bred for the sole purpose of being used for their organs?</p> <p>Begin with verbal debates so children get used to discussing arguments, even if it isn't their own opinion.</p> <p>Children to write a persuasive letter to Dr Bryce – either persuading him to stop his research or to continue.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
		<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Noting and developing ideas, drawing on research</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion within and across paragraphs</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- articulate and justify answers, arguments (during verbal debate)</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>I can integrate dialogue to convey character and advance the action.</p> <p>I can use a range of openers, using commas correctly.</p> <p>I can use ellipses to build suspense.</p> <p>I can give feedback to somebody else about their work.</p>	<p><b><u>Narrative</u></b></p> <p>Rewrite the opening scenes of the swimming pool. Switch voices between Cameron and Marlon.</p> <p>Build suspense when Cam is underwater drowning.</p> <p>Use dialogue carefully.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>

<p>§ 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 -Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>♣ 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 ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</li> </ul> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit: <ul style="list-style-type: none"> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- plan on changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning , proof-read for spelling and punctuation errors</li> <li>-using the perfect form of verbs to mark relationships of time and cause</li> <li>-using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using expanded noun phrases to convey complicated information concisely</li> </ul> </li> </ul>		
<p><b>S&amp;L</b> Pupils should be taught to: ♣ 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 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 ♣ 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.</p>	<p>5</p> <p>Plan writing: considering how authors have developed characters and settings in what pupils have read, listened to or seen</p> <p>Draft and write: -precising longer passages</p> <p>Edit and evaluate: -proof-read for spelling and punctuation errors</p> <p>6</p> <ul style="list-style-type: none"> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- use brackets, dashes and commas for parenthesis.</li> <li>- articulating opinions</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- participate in discussions,</li> </ul>	<p>I can use a variety of openers.</p> <p>I can brackets and dashes for parenthesis.</p> <p>I can use semicolons, colons and dashes to separate clauses.</p> <p>I can articulate my opinions in spoken form before writing.</p>	<p><b>Book Reports/ Reviews</b></p> <p>Review Pig-Heart Boy highlighting themes and topics found within.</p> <p>Articulate reasoning and opinions verbally to a partner or group before writing.</p> <p>Children to read their last report – what do they think they could have improved on? Has their writing improved since then?</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p> <p>Other links: Move to reviewing other topics such as food/ drink, days out and places to go.</p>

<b>Vocabulary:</b>	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen  Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice			

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p><b>Composition:</b> Pupils should be taught to:</p> <p><b>-Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>♣ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>-Draft and write by:</b></p> <ul style="list-style-type: none"> <li>♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>♣ précising longer passages</li> <li>♣ using a wide range of devices to build cohesion within and across paragraphs</li> <li>♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>-Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>♣ assessing the effectiveness of their own and others' writing</li> <li>♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>♣ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>-proof-read for spelling and punctuation errors</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>VPG:</b> Pupils should be taught to:</p>	1	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Use hyphens to avoid ambiguity</li> <li>Use a colon to introduce a list</li> <li>punctuate bullet points consistently</li> <li>listen and respond appropriately to adults and their peers</li> </ul>	<p>I can relative clauses with different relative pronouns.</p> <p>I can use bullet points, correctly laid out.</p> <p>I can choose language appropriate to my audience.</p> <p>I can ensure tense is consistent and correct through my writing.</p>	<p><b><u>Non-Chronological Report</u></b></p> <p>Link report to cross-curricular topics or choose something familiar.</p> <p>Practicing writing for different audiences such as adult and children- think about language will be different.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
	2			
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> <li>- Identifying the audience and purpose for the writing, using similar writing as models for their own.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>- Select appropriate vocabulary, understanding how choices can enhance meaning</li> </ul> <p>Edit and evaluate:</p> <ul style="list-style-type: none"> <li>- Propose changes to vocabulary to enhance meaning</li> <li>- Perform composition using appropriate volume, intonation and movement.</li> </ul>	<p>I can think about the shape, form and structure of my poem.</p> <p>I can use personification and onomatopoeia.</p> <p>I can perform my poem, using appropriate volume, intonation and movement.</p>	<p><b><u>Poetry</u></b></p> <p>Poetry linked to transitioning/leaving school/memories/ changes.</p> <p>Provide children with different examples of poems observing form and structure ie rhyming couplets, metre, verse, repetition. Encourage them to use own thoughts and feelings to help inspire the mood of their poem.</p>
	4			



<p>-Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>♣ using passive verbs to affect the presentation of information in a sentence</li> <li>♣ using the perfect form of verbs to mark relationships of time and cause</li> <li>♣ using expanded noun phrases to convey complicated information concisely</li> <li>♣ using modal verbs or adverbs to indicate degrees of possibility</li> <li>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>♣ learning the grammar for years 5 and 6 in English Appendix</li> </ul>		<p>- Participate in performances</p>		<p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.</p>
<p>-Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>♣ using commas to clarify meaning or avoid ambiguity in writing</li> <li>♣ using hyphens to avoid ambiguity</li> <li>♣ using brackets, dashes or commas to indicate parenthesis</li> <li>♣ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>♣ using a colon to introduce a list</li> <li>♣ punctuating bullet points consistently</li> </ul>	5	<p>Plan writing:  - Identifying the audience and purpose for the writing, using similar writing as models for their own.  Draft and write:  - integrating dialogue to convey character and advance the action</p>	<p>I can perform with appropriate expression, movement and volume.</p> <p>I can demonstrate character through choice of language and expression.</p>	<p><b>Drama</b></p> <p>Children to act out key moments in the story, using freeze frames to pause and focus on character emotions and reactions. Link to dilemmas.</p>
<p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p><b>S&amp;L</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen and respond appropriately to adults and their peers</li> <li>♣ ask relevant questions to extend their understanding and knowledge</li> <li>♣ use relevant strategies to build their vocabulary</li> <li>♣ articulate and justify answers, arguments and opinions</li> <li>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>♣ speak audibly and fluently with an increasing command of Standard English</li> <li>♣ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>♣ gain, maintain and monitor the interest of the listener(s)</li> <li>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>♣ select and use appropriate registers for effective communication.</li> </ul>	6	<p>Edit and evaluate:  - assessing the effectiveness of their own and others' writing  - Perform composition using appropriate volume, intonation and movement  ♣ listen and respond appropriately to adults and their peers  - Participate in performances and role play speak audibly and fluently with an increasing command of Standard English  - participate in discussions, presentations, performances, role play, improvisations  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>I can consider my audience and purpose when performing.</p>	<p>Sequence events using illustrations, children practise performing clearly with intonation and volume and act out the story in small groups in the hall.</p> <p>Use play scripts to develop own work.</p>

<b>Vocabulary:</b>	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen  Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice
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