


Meadgate Primary School

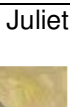

Year 6 English Termly Planner: Summer

Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 6	<ul style="list-style-type: none"> Film narrative Stories in unfamiliar settings (historical, geographical etc.) Narrative techniques e.g. flashbacks, multiple narrators etc. Author study Classic fiction Shakespeare study 	<ul style="list-style-type: none"> Non-chronological reports Recounts (including newspaper reports, autobiography/ biography) Instructions Persuasion Discussion <p>(use of mixed genre throughout)</p>	<ul style="list-style-type: none"> Free verse (personification) Structured poetry Classic poetry

Writing Style Guide - Year 6

- Use symbolism in stories and poetry
 - Build an extended image
 - Use assonance
 - Use consonance
 - Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.
 - Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.
 - Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.
 - Make use of flashbacks
 - Write in third person multiple (several points of view)
 - Establish and maintain a theme e.g. loneliness
 - Use adjectives of smell e.g. acrid
 - Create a subtle mood
- | Book Study |
|--|
| Romeo and Juliet |
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It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

<h1>Book Study</h1>	<h1>Author/ Genre Box</h1>
<h2>Romeo and Juliet</h2>	<h2>Shakespeare Author Study</h2>
	

Objectives for Year 6 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<p><u>Speaking, Listening and Discussion</u> Monitor the effect of their talk on the listener and adapt it in response Analyse and evaluate a range of successful speakers for useful techniques Consider, evaluate and build on different viewpoints during debates and discussions</p> <p><u>Drama</u> Organise and present a play for an invited audience</p>	<p><u>Word Reading</u> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <u>Being a Reader</u> Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including modern and classic fiction Discuss and compare a range of children's authors and poets Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p><u>Reading Comprehension</u> Check that the text makes sense to them and use questioning and discussion to further their understanding Empathise with emotions in deeper texts Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings Explain how an author uses text structure and organisation to manipulate the reader Explain how an author has used language to manipulate the reader Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created Explain in detail how the contexts in which texts are written contribute to meaning</p> <p><u>Being a Researcher</u> Extend note-taking by grouping and linking notes and using abbreviations Précis longer passages Orchestrate a full range of research skills to conduct and present an independent research project</p>	<p><u>Planning, Composing and Evaluating</u> Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Show a confident and established voice throughout a piece of writing Affect the emotions of the reader at points in the text Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new techniques to their repertoire Select and use stylistic devices to support the purpose and effect of writing</p> <p><u>Grammar, Punctuation and Vocabulary</u> Use correct grammatical terminology when discussing their writing Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different Understand how ellipsis is used Use ellipsis appropriately Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. Use more than one subordinate clause successfully in a complex sentence</p>
<p><u>Transcription</u></p> <p><u>Spelling</u> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Use a thesaurus Investigate spelling patterns and conventions Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><u>Handwriting and Presentation</u> Consistently use a neat, personal handwriting style Present work produced using on-screen media stylishly and cohesively</p>		