

English Medium Term Plan Term: Autumn 1 Year: 6

Texts / Genres Covered	Kensuke's Kingdom: balanced argument, postcard to a friend, summarising, poetry, retelling from a different point of view, non-chronological report, letter to a stranger				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Balanced argument	<ul style="list-style-type: none"> 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 participate in discussions, presentations, performances, roleplay/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 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence provide reasoned justifications for their views. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p>	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> Review of Year 5 work on spelling
Week 2 Postcard to a friend	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in Appendix 2 	<ul style="list-style-type: none"> Review of Year 5 work on spelling Pupils should be taught to write legibly, fluently and with increasing speed

			<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p>	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing 	
Week 3 Summarising & poem	<ul style="list-style-type: none"> ● select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● précising longer passages ● using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> ● using expanded noun phrases to convey complicated information concisely <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> ● 'ei' following 'c' ● Use a thesaurus
Week 4 Retelling of events –	<ul style="list-style-type: none"> ● use relevant strategies to build their vocabulary ● give well-structured descriptions, explanations and narratives for different 	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● 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 	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> ● using the perfect form of verbs to mark 	<ul style="list-style-type: none"> ● Tricky words from the 5/6 word list

descriptive writing	<p>purposes, including for expressing feelings.</p> <ul style="list-style-type: none"> imagining and exploring ideas <p>speak audibly and fluently with an increasing command of Standard English</p>	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p>	<p>relationships of time and cause</p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using semicolons, colons or dashes to mark boundaries between independent clauses 	
Week 5 Non-chronological reports	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p>	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Adding suffixes to words ending -fer use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Pupils should be taught to write legibly, fluently and with

			<ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p>		increasing speed
Week 6 Letter Book review	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • provide reasoned justifications for their views 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● précisising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p>	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> ● using passive verbs to affect the presentation of information in a sentence <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • Pupils should be taught to write legibly , fluently and with increasing speed

English Medium Term Plan Term: Autumn 2 Year: 6

Texts / Genres Covered	Features of poems / descriptive writing / newspaper report				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<ul style="list-style-type: none"> • Articulate and justify opinions • Participate in discussions Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range poetry Identify and discuss conventions. • Make comparisons Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Use similar texts as models. • Select appropriate grammar & vocabulary 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • use of the hyphen
Week 2	<ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary Give well-structured descriptions 	<ul style="list-style-type: none"> • Learn a wider range of poetry by heart • Discuss and evaluate how authors use figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Note and develop initial ideas. • Describe settings and atmosphere Propose changes to vocabulary to enhance effects 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • Use a thesaurus • Words from the 5/6 word list

Week 3	<ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of poetry. Read for a range of purposes. Identify and discuss themes. Identify how language, structure and presentation contribute to meaning. Discuss their understanding and explore the meaning of words in context. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose or that 	<ul style="list-style-type: none"> Words ending in -gue and -que
Week 4	<ul style="list-style-type: none"> Participate in performances. Gain, maintain and monitor the interest of the listener 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose or that 	<ul style="list-style-type: none"> 'ch' makes 'sh' sound 'ch' makes 'k' sound

			<p>their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation. Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		
Week 5	<ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> to understand how/why writers use figurative language to convey mood and atmosphere (Pathetic fallacy). identify and explain the way in which writers use emotive language. 	<ul style="list-style-type: none"> to use a variety of sentence openers 	<ul style="list-style-type: none"> select grammar and vocabulary to enhance meaning and describe settings, characters and atmosphere. 	<ul style="list-style-type: none"> Words from the Y5/6 spelling list Use a thesaurus
Week 6	<ul style="list-style-type: none"> to interview a witness and retrieve a quote. 	None	<ul style="list-style-type: none"> to report on a story in chronological order. 	<ul style="list-style-type: none"> Revise adverbial and prepositional phrases 	<ul style="list-style-type: none"> Words from children's own

			<ul style="list-style-type: none"> • to write the lead in a newspaper report. • to write the body of a newspaper article. • 		writing: technical vocab
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English Medium Term Plan Term Spring 1 Year 6

Texts / Genres Covered	Stories which Raise Issues: Eric by Shaun Tan & The Island by Armin Gender				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<ul style="list-style-type: none"> • Listen and respond appropriately. Use relevant strategies to build their vocabulary. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Use spoken language to develop understanding through speculating, hypothesising, 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Predict what might happen. 	<ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within paragraphs. 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading (pronouns & determiners). 	<ul style="list-style-type: none"> • Review of Autumn term spellings

	imagining and exploring ideas. <ul style="list-style-type: none"> Consider and evaluate different viewpoints. 				
Week 2	None	None	<ul style="list-style-type: none"> Identify audience for and purpose of writing, selecting the appropriate form. Use a wide range of devices to build cohesion within paragraphs. Note and develop initial ideas drawing on reading. Select appropriate grammar and vocabulary. Proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading (pronouns & determiners, conjunctions). 	<ul style="list-style-type: none"> Words from Y5/6 words list
Week 3	<ul style="list-style-type: none"> Listen and respond to adults and their peers. Give well-structured descriptions, explanations and narratives. Use spoken language to develop understanding through speculating, 	<ul style="list-style-type: none"> Continue to read a wide range of books. Draw inferences including inferring characters' feelings and motives from their actions, and 	<ul style="list-style-type: none"> Identify audience for and purpose of writing, selecting the appropriate form. Consider how authors have developed 	None	Words from Y5/6 words list

	<p>hypothesising, imagining and exploring ideas. Consider and evaluate different viewpoints.</p>	<p>justifying inferences with evidence.</p> <ul style="list-style-type: none"> Participate in discussions about books, building on ideas and challenging views courteously. 	<p>characters and settings.</p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 		
Week 4	None	None	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs. Précis longer passages. 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 (revise adverbs, including those for time, place, manner; and adverbials, including fronted adverbials). 	<ul style="list-style-type: none"> Revision of words ending in -sure and -ture
Week 5	None	None	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing (adverbs, adverbials, 	<ul style="list-style-type: none"> Use dictionaries to check the spelling. Use the first three or four letters of a word to check spelling in a dictionary. Revision of 'ou' spells 'u' as in 'trouble'

			<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary. • In writing narratives, consider how authors have developed characters and settings. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Use a wide range of devices to build cohesion within and across paragraphs. 	<p>conjunctions, pronouns and determiners for cohesion).</p>	
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			<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation. 		
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English Medium Term Plan Term: Spring 2 Year: 6

Texts / Genres Covered	Harry Potter and the Philosopher's Stone: SATs Revision Unit				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<ul style="list-style-type: none"> • listen appropriately to their peers • use spoken language to develop understanding 	<ul style="list-style-type: none"> • continue to read and discuss a range of fiction 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology in 	<ul style="list-style-type: none"> • Endings which sound like /ʃəs/ spelt -cious or -tious

	<ul style="list-style-type: none"> participate in presentations articulate and justify opinions participate in discussions use spoken language to explore ideas consider and evaluate different viewpoints select and use appropriate register for effective communication 	<ul style="list-style-type: none"> discuss their understanding draw inferences predict what might happen summarise main ideas draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identify how language, structure and presentation contribute to meaning 	<p>the appropriate form and using other similar writing as models...</p> <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Appendix 2 accurately and appropriately in discussing their writing and reading[Word classes: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction.]</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning the grammar for years 5 and 6 in English Appendix 2 (and revising years 3 & 4) 	
Week 2	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations... articulate and justify opinions participate in discussions use spoken language to explore ideas 	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate f. 	<ul style="list-style-type: none"> Endings which sound like /fəl/ -cial & -tial

	<ul style="list-style-type: none"> consider and evaluate different viewpoints 	<p>reader. read books that are structured in different ways and read for a range of purposes</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Explain and discuss their understanding of what they have read... 	<p>integrating dialogue to convey character and advance the action</p>	<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun degrees of possibility</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	
Week 3	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations... use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, performances, role play, improvisations 	<ul style="list-style-type: none"> read ... for a range of purposes draw inferences such as inferring characters' feelings, thoughts and motives from their actions... predict what might happen from details stated and implied identify how language, structure and presentation contribute to meaning ... discuss their understanding and explore the meaning of words in context 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading [sentences with different forms: statement, question, exclamation, command] learn the grammar in English Appendix 2 [indicating possession by using the possessive apostrophe with singular and plural 	<ul style="list-style-type: none"> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

		<ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Explain and discuss their understanding... 		nouns/ apostrophes for contracted forms]	
Week 4	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • participate actively in collaborative conversations... • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions... 	<ul style="list-style-type: none"> • read books that are structured in different ways ... • identify/ discuss themes/ conventions in and across a wide range of writing • make comparisons... • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions... • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • ... discuss their understanding and 	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • e. use further organisational and presentational devices to structure text and to guide the reader 	<p>Use and understand the grammatical terminology in English Appendix 2...</p> <ul style="list-style-type: none"> • [phrases, clauses and verbs] <p>learning the grammar in English Appendix 2</p> <ul style="list-style-type: none"> • [using and punctuating adverbials] <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Spell words ending in –able and –ible & words ending in –ably and –ibly

		<p>explore the meaning of words in context</p> <ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 			
Week 5	<ul style="list-style-type: none"> • listen and respond appropriately... • articulate and justify answers, arguments and opinions • participate actively in collaborative conversations... • use spoken language to develop understanding... • participate in discussions... • speak audibly and fluently... • participate in discussions...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. 	<ul style="list-style-type: none"> • ...read for a range of purposes • identify/ discuss themes/ conventions in and across a wide range of writing • summarise the main ideas drawn from more than one paragraph... • Discuss and evaluate how authors use language... considering the impact on the reader • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions... • predict what might happen from details stated and implied • recommend books ... to their peers, giving 	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs 	<p>Use and understand the grammatical terminology in English Appendix 2...</p> <ul style="list-style-type: none"> • [cohesion within paragraphs] <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer

		reasons for their choices <ul style="list-style-type: none"> Participate in discussions about books ... 			
Week 6	<ul style="list-style-type: none"> listen and respond appropriately... articulate and justify answers, arguments and opinions participate actively in collaborative conversations... use spoken language to develop understanding... participate in discussions... select and use appropriate registers... 	<ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph... Retrieve, record and present information drawing inferences... summarising the main ideas drawn from more than one paragraph... Participate in discussions about books... drawing inferences such as inferring characters' feelings, thoughts and motives... e. predicting what might happen... 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary... use a wide range of devices to build cohesion... distinguish between the language of speech and writing and choose the appropriate register 	Use and understand the grammatical terminology in English Appendix 2... <ul style="list-style-type: none"> [cohesion between paragraphs] learn the grammar for years 5 and 6 in English Appendix 2 (and revising years 3 & 4) <ul style="list-style-type: none"> [verbs and tense] recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<ul style="list-style-type: none"> Words containing the letter-string <i>ough</i>

English Medium Term Plan Term: Summer 1 Year: 6

Texts / Genres Covered	Harry Potter and the Philosopher's Stone: Revision Unit continued from Spring 2				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<ul style="list-style-type: none"> speak audibly and fluently... 	<ul style="list-style-type: none"> discuss their understanding and 	<ul style="list-style-type: none"> identifying the audience for and 	Develop their understanding of the	<ul style="list-style-type: none"> Words with 'silent' letters

	<ul style="list-style-type: none"> • participate in presentations... • gain, maintain and monitor the interest of the listener(s) • ... participate actively in collaborative conversations... • use spoken language to develop understanding ... • participate in discussions, presentations, ... 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 	<p>explore the meaning of words in context</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • summarising the main ideas...identifying key details that support the main ideas • Explain and discuss their understanding... • Retrieve, record and present information 	<p>purpose of the writing, selecting the appropriate form...</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using passive verbs to affect the presentation of information in a sentence <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"> • [Subordinate clauses] 	<p>(i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>
Week 2	<ul style="list-style-type: none"> • ask relevant questions... • use spoken language to develop understanding ... • participate in discussions, role play, improvisations... 	<ul style="list-style-type: none"> • read books that are structured in different ways and read for a range of purposes • identify and discuss conventions across a wide range of writing • making comparisons... 	<p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing... • noting and developing initial ideas... 	<p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> • using a colon to introduce a list • punctuating bullet points consistently • Develop their understanding of 	<ul style="list-style-type: none"> • Homophones and other words that are often confused

	<ul style="list-style-type: none"> articulate and justify answers, arguments and opinion ... participate actively in collaborative conversations... 	<ul style="list-style-type: none"> ... discuss their understanding and explore the meaning of words in context draw inferences... summarise the main ideas...identify key details that support the main ideas. Explain and discuss their understanding... Retrieve, record and present information 	<i>draft and write by:</i> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary... ... integrating dialogue to convey character and advance the action using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	the concepts set out in Appendix 2 <ul style="list-style-type: none"> [Revising dialogue punctuation and introducing reported speech] Indicate grammatical features by: using commas to clarify meaning using semi-colons, colons or dashes to mark boundaries between independent clauses 	
Week 3	SATs style tests linked to Harry Potter and the Philosophers Stone				
Week 4	SATs revision, individualised pupil plans				
Week 5	SATs revision, individualised pupil plans				
Week 6	SATs Week				

English Medium Term Plan Term: Summer 2 Year 6

Texts / Genres Covered	Narrative Poetry: The Highway Man				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<ul style="list-style-type: none"> Listen and respond appropriately. Ask relevant questions. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry. 	None	None	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words.

	<p>Articulate/justify answers & opinions.</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding. Participate in performances. 	<ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph. Identify how language contributes to meaning. Learn a range of poetry by heart. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Participate in discussions about poems they have read. 			<ul style="list-style-type: none"> • Use the first three or four letters of a word to check meaning.
Week 2	None	None	None	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y5 Revision). • Use and understand the grammatical terminology in English Appendix 2 (revise adverbials for 	None

				time, place, manner - Y5 Revision).	
Week 3	None	<ul style="list-style-type: none"> Discuss their understanding and explore meaning of words in context. Continue to read and discuss an increasingly wide range of poetry. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Predict what might happen from details stated and implied. Make comparisons across poems. Discuss and evaluate how authors use language. 	<ul style="list-style-type: none"> Consider how authors develop characters and settings. 	None	None
Week 4	None	None	None	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause. 	None
Week 5			<ul style="list-style-type: none"> Select the appropriate form and use similar writing as a model. 	<ul style="list-style-type: none"> Use commas Use the perfect form of verbs to mark relationships of 	Use a thesaurus

			<p>Note and Develop initial ideas.</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary. Use further organisational and presentational devices • Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary Choose the appropriate register Perform their own compositions 	<p>time and cause Use and understand the grammatical terminology (adverbials for time, place, manner - Y5 Revision)</p>	
<p><i>N.B. This is a shorter plan due to practising for the school Summer production, residential visit and transition visits and lessons at the local secondary school.</i></p>					