



## English Medium-Term Plan – Autumn

<b>Half-term plan for topic/book</b>		"IT'S ELECTRIC!"      AUTUMN 1      2020	
<b>Book to read to the class</b>		"Percy Jackson and the Lightning Thief"	
<b>Writing outcomes</b>		<p><b><u>Narrative Writing / The Power of Imagery</u></b></p> <ul style="list-style-type: none"> <li>• Investigate how and why description is so important in a narrative text</li> <li>• Have opportunities to play with language and to form and shape ideas in a variety of ways. Develop the use of the extended metaphor and personification</li> <li>• Investigate how language and imagery can be used to create a picture in the mind, mood and atmosphere.</li> <li>• Pupils to create and develop their own setting and character descriptions</li> <li>• Write a short adventure / mystery story linked to the class novel/electricity/invention</li> </ul> <p><b><u>Persuasion</u></b></p> <ul style="list-style-type: none"> <li>• Explore the PERSUASION genre and its main features. Identify and employ formal language and informal devices</li> <li>• Explore use of efficient planning and organisation of points</li> <li>• Explore the use of paragraphs in formal persuasion. How are they used and linked together? Show examples</li> <li>• Revise sentence structure and how to write varying sentences using different sentence starters.</li> <li>• Employ the <u>Subjunctive</u> and <u>Passive Voice</u> to effect</li> <li>• Study and employ the features of formal and informal letter writing</li> <li>• Edit their own writing by including paragraphs and exploring the layout of the required genre</li> </ul> <p>Pupils to evaluate their own work using the criteria and remind them of the things they could include next time to improve their work.</p>	
<b>Year group: Six</b>	<b>Writing: composition</b>	<b>Writing: grammar, vocabulary and punctuation</b>	<b>Writing transcription: handwriting</b>
<u>WEEK 1</u>	Only one writing lesson and this is the first morning back for the children. Therefore, this will be spent in class altogether with both Mrs Peverall and Mrs Kidd, familiarising the children with the new routines.		

<p><u>WEEK 2</u></p>	<p><u>KEY SKILL – Descriptive language</u></p> <p>1. Introduce the concept of LIGHTNING and ELECTRICITY. Show picture of each. Show picture of each and write down initial thoughts and ideas Annotate picture of each with descriptive language</p> <p>2. Use “The Sea” by James Reeves as an example of the extended metaphor. Discuss use of effective language choices. Annotate an A3 copy of the text in pairs Write their own extended metaphor for either lightning or electricity.</p>	<p>Use of descriptive language: adjectives, adverbs, extended noun phrases, simile, metaphor, extended metaphor</p> <p><u>PM SPAG Focus:</u> Types and parts of sentences – simple, compound and complex Homophones</p>	<p>Practice and write the handwriting cards with “The quick brown fox jumped over the lazy dog”</p>
<p><u>WEEK 3</u></p>	<p><u>KEY SKILL – Personification</u></p> <p>1. Cold Write” type task to assess more extended writing skills. Using a picture stimulus of a stormy sea with lightning, write a descriptive paragraph to suggest mood and engage the reader</p> <p>2. Introduce the idea of <u>PERSONIFICATION</u> and how it can be effective for the reader. Read “The River’s Story” by Brian Patten. Discuss use of personification – how and why it is used. P.E.E. questions on the text involving the effective use of personification and positive and negative imagery</p> <p>3. Explain how sentences can be improved and given added interest by varying the openers. Introduce DADWAVERS. Revisit Prepositional Openers.Children write sentences using examples of the DADWAVERS which link with the picture from the film and have a similar negative/dramatic mood</p> <p>4. Use a visual clip and still picture from “Percy Jackson and the Lightning Thief to generate descriptive vocabulary. Create a WORD WEB.</p>	<p>Use of personification, positive and negative language choices</p> <p>Subordinate clauses Variety of sentences openers</p> <p><u>PM SPAG Focus:</u> Homophones continued</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letter</li> </ul> <p>Children who have joined, fluent and consistent handwriting to copy out lines from the poem Others: individual letters and all the joins</p>

<p><u>WEEK 4</u></p>	<p><u>KEY SKILL – Character Description</u>  1. Use of relative clauses to extend sentences.  2. Generate descriptive vocabulary for characters of Percy and Grover, including how to “show not tell.”  Create character descriptions for Percy and Grover. Discuss “SHOW not TELL”  3. HOT WRITE - Description “Yancy Academy”</p>	<p>Relative clauses  Relative pronouns  Embedded clauses  Changing the position in the sentence and experimenting with the order for effect</p> <p><u>PM SPAG Focus:</u>  Homophone challenge using 2 poems wrongly written to correct</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letters</li> </ul> <p><u>Group 1:</u> Copy out lines of the poem  <u>Group 2:</u> individual letters and all the joins</p>
<p><u>WEEK 5</u></p>	<p><u>KEY SKILL – Speech Punctuation and Infill</u>  1. Hot Write Improvement  2. Refresh the rules of how to use dialogue in a text – layout and punctuation. Then children add the necessary punctuation to dialogue  3. Introduce SPEECH INFILL and explain how it adds detail and interest for the reader. Remind children of “Show not Tell.” Children add speech infill to basic sentences to bring the characters to life.</p>	<p>Inverted commas  Speech marks  New line for new speaker  Punctuate clauses</p> <p><u>PM SPAG Focus:</u>  Investigate suffixes “ed” and “ing” for Past and Present tense.</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letters</li> </ul> <p><u>Group 1:</u> Copy out lines of the poem  <u>Group 2:</u> individual letters and all the joins</p>
<p><u>WEEK 6</u></p>	<p><u>KEY SKILL – The key stages in a story structure. Storyboard</u>  1. COLD WRITE – SHORT STORY  2. READING BASED TASK to identify and explain the effectiveness of powerful imagery in a text  Read “Thespina and the Scorpion” together. Discuss the plot, language choices, use of imagery and description etc. Children highlight examples of both positive and negative language choices in the text. Encourage use PEE to explain the effectiveness of each.  3. Identify the key stages in a story structure. Show the children the 6 Steps of a story staircase and how this can also be known as a storyboard.  4. Create a Storyboard effectively to plan a short story based around ELECTRICITY and INVENTION, using A3 Storyboards</p>	<p>6 stages of a story structure  Powerful positive and negative imagery for narrative description</p> <p><u>PM SPAG Focus:</u>  Prepositions and prepositional phrases</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letters</li> </ul> <p><u>Group 1:</u> Copy out lines of the poem  <u>Group 2:</u> individual letters and all the joins</p>

<p><u>WEEK 7</u></p>	<p>1. Complete Storyboard planning, ensuring it has the 6 required stages  2. Write a Short Story “Vortexia,” ensuring the inclusion and use of all the features for the writing of a successful narrative studied this term.</p>	<p>6 stages of a story structure  Dialogue and infill  Description of Setting and Character,  Paragraphs</p> <p><u>PM SPAG Focus:</u>  Use of Pronouns</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letters</li> </ul> <p><u>Group 1:</u> Copy out lines of the poem</p> <p><u>Group 2:</u> individual letters and all the joins</p>
<p><u>WEEK 8</u></p>	<p><u>KEY SKILL – Writing a FORMAL Persuasion/ letter</u>  1. COLD WRITE: PERSUASION  2. Investigate the use of PALLP in a formal letter PURPOSE, AUDIENCE, LANGUAGE , LAYOUT , PUNCTUATION  Study an example of a formal letter and annotate to identify the examples of formal language.  3. Use the Passive Voice for a more formal tone  Explain and demonstrate the differences between active and passive  Take sentences from their recent Cold Write and rewrite in the Passive Voice  4. HOT WRITE: Formal Persuasion – why reading is important in a child’s education and development.</p>	<p>Formal tone  Passive Voice  Active Voice</p> <p><u>PM SPAG Focus:</u>  Practice SPAG test</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Letters joined in the correct places</li> <li>• Consistency of size of letters</li> </ul> <p><u>Group 1:</u> Copy out lines of the poem</p> <p><u>Group 2:</u> individual letters and all the joins</p>