



English Medium-Term Plan – Autumn

Half-term plan for topic/book		"SHINE BRIGHT!" AUTUMN 2 2020	
Book to read to the class		"Blitz" Robert Westall	
Writing outcomes		<p><u>Narrative Writing / Diary genre</u></p> <ul style="list-style-type: none"> • Explore the Diary genre and its main features. Experiment with different viewpoints • Explore the use of paragraphs in diary/narrative. How are they used and linked together? Show examples within authors' work. • Revise sentence structure and how to write varying sentences using different sentence starters and structures. • Edit their own writing by including paragraphs and exploring the layout of their narrative/diary work. • 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>• <u>Formal and Informal Letter Writing</u></p> <ul style="list-style-type: none"> • Explore the LETTER WRITING genre and its main features. Identify and employ formal language and informal devices • Explore use of efficient planning and organisation of points • Explore the use of paragraphs in letter writing. How are they used and linked together? Show examples • Revise sentence structure and how to write varying sentences using different sentence starters. • Employ the <u>Subjunctive</u> and <u>Passive Voice</u> to effect • Study and employ the features of formal and informal letter writing • Edit their own writing by including paragraphs and exploring the layout of the required genre • Pupils to evaluate their own work using the criteria and remind them of the things they could include next time to improve their work. 	
Year group: Six	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: handwriting
<u>WEEK 1</u>	<p>KEY SKILL – Personification Poetry</p> <p>1. HOOK LESSON for new topic "Shine Bright" Paint and decorate pebbles/stones with images linked to Remembrance. Share images linked to the war and remembrance, discuss some key facts and then design their pebble.</p> <p>2. Write a personification poem for the Poppy Show video clips etc. linked to Remembrance and the significance of the poppy. Create a poem which involves the facts and emotions linked to the poppy symbol</p> <p>3. COLD WRITE – diary entry based on our Hook lesson</p>	<p>Personification</p> <p>Repetition for effect</p> <p><u>PM SPAG Focus:</u></p> <p>Improve recent SPAG test using the "3 Column Method"</p>	<p><u>Use a poem/song linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letter <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 2</u></p>	<p><u>KEY SKILL – Diary writing: writing from different viewpoints</u></p> <p>1. To investigate the main features of a diary entry. Discuss PALLP and record a list of the key features to use as a checklist in future writing. Use examples of diary entries to try and identify when and where these features have been used.</p> <p>2. To look at the first story of our novel from two different character viewpoints. Discuss the boys’ characters and the injured airman in “The Ruined City of Kor”. Annotate A3 sheets with pictures of these characters.</p> <p>Use HOT SEAT activity to help children empathise with the characters</p> <p>3. Write a diary extract from two different viewpoints about the crash of the plane and subsequent rescue (one of the boys and the airman)</p>	<p><u>Features of Diary:</u></p> <p>1st person Informal style Evidence of feelings and emotions Selection of tenses – mainly past</p> <p>Parallels/cohesion between different diaries</p> <p><u>PM SPAG Focus:</u></p> <p>Adverbs, Adverbial phrases and Fronted Adverbials</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <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 3</u></p>	<p><u>KEY SKILL – Diary writing</u></p> <p>1. Investigate and expand vocabulary used to express emotions both negative and positive. Emphasise with the feelings of the characters in our story. Look at physical expressions of these which could be used to “SHOW not TELL” in our diary entries</p> <p>2. Understand and employ the Perfect and the Progressive Tense to give the children’s diaries more variety. Children create sentences using each, based on “Blitz”</p> <p>3. Use of a colon to introduce a list eg questions, emotions</p>	<p>Synonyms and antonyms Perfect tense Progressive tense Use of the colon</p> <p><u>PM SPAG Focus:</u></p> <p>More practice of the Perfect tense Progressive tense</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <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 4</u></p>	<p><u>KEY SKILL – LETTER WRITING: INFORMAL</u></p> <p>1. HOT WRITE: DIARY using another character from “Blitz” – Maggie, Rosie etc NB: This will depend how far we have read in the class novel.</p> <p>2. Identify the features of Letter Writing using PALLP. Discuss the differences for Formal and Informal. Record a list of the key features to use as a checklist in future writing. Use examples of an informal letter to try and identify when and where these features have been used.</p> <p>3. Use video clips to introduce the idea of the evacuation of children during the war to escape the sort of bombing which goes on in “Blitz.” Examples are “Goodnight Mr Tom” and “The Lion, the Witch and the Wardrobe.” Children make notes of key information, feelings, differences between their old lives and their new lives in the countryside.</p>	<p>Contractions for informality Use of the apostrophe Use of brackets and dashes</p> <p><u>PM SPAG Focus:</u> Use of apostrophe - Contractions</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <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 – LETTER WRITING: INFORMAL</u></p> <p>1. Plan our informal letter home from an evacuated child to their mum in London. Use one of the characters from “Blitz,” annotate a picture of them with key information to be used: descriptions of the new place, impressions of the new family, feelings and emotions, hopes for the future.</p> <p>2. Investigate vocabulary linked to emotions hope and worry. Look at physical expressions of these which could be used to “SHOW not TELL” in our letters home.</p> <p>3. HOT WRITE: INFORMAL LETTER. Evacuee’s letter home</p>	<p>Synonyms and antonyms Contractions for informality Use of the apostrophe Use of brackets and dashes Fronted Adverbials</p> <p><u>PM SPAG Focus:</u> Use of apostrophe - Possession</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <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 – LETTER WRITING: FORMAL</u></p> <p>1. Revisit the use of formal language by studying another example of a formal letter and annotate to identify key features. Rewrite informal sentences as formal using the appropriate tone and language choices</p> <p>2. Use the Subjunctive for a more formal tone Explain that the Subjunctive is used to express: Wishes, Hopes, Commands, Demands, Suggestions. Demonstrate its usage. Children then create sentences about being in Year 6 with the Subjunctive and Passive Voice</p> <p>2. Plan arguments / research for our Hot Write – formal letter of persuasion encouraging parents to evacuate their children to the countryside. Use an efficient spider-gram/mind map</p>	<p>Formal tone Passive Voice Active Voice Subjunctive Use of Paragraphs</p> <p><u>PM SPAG Focus:</u></p> <p>More practice Active and Passive Voice</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <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><u>KEY SKILL – LETTER WRITING: FORMAL</u></p> <p>1. HOT WRITE: FORMAL LETTER encouraging parents to evacuate their children WW2.</p> <p>2. and 3. DRAMA Activity using a short play “The Evacuees”</p>	<p>Subjunctive Passive Voice Use of Paragraphs</p> <p><u>PM SPAG Focus:</u></p> <p>Practice SPAG Test</p>	<p><u>Use a poem linked to our topic.</u></p> <ul style="list-style-type: none"> • Correct letter formation • Letters joined in the correct places • Consistency of size of letters <p><u>Group 1:</u> Copy out lines of the poem <u>Group 2:</u> individual letters and all the joins</p>