



English Medium-Term Plan – Spring

Half-term plan for topic/book		“CIRCLE OF LIFE” SPRING 1 2021	
Book to read to the class		“Animals of Farthing Wood”	
Writing outcomes		<p><u>Non-Chronological Reports</u></p> <ul style="list-style-type: none"> • Explore the genre and its main features • Explore use of efficient planning and organisation of points using specific devices such as subheadings and bullet points • Employ the <u>Subjunctive</u> and <u>Passive Voice</u> to effect • 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. <p><u>Narrative Writing</u></p> <ul style="list-style-type: none"> • Investigate how and why description is so important in a narrative text • Have opportunities to play with language and to form and shape ideas in a variety of ways. Further develop the use of the extended metaphor and personification • Entrench the use of a Story-Board to structure a narrative • Entrench the use of effective dialogue to further the action, move the story on and give insight on the characters. • Write a short story based on the imaginary animal created in their Non-Chronological report 	
Year group: Six	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: handwriting
<p><u>WEEK 1</u></p> <p>N.B. Only 2 teaching Days as Monday a Training Day</p>	<p><u>1. HOOK LESSON</u> for new topic “Circle of Life” Create jigsaw pieces with different groups of animals inside and some animal colouring, then start our new novel.</p> <p><u>2. KEY SKILL – FORMAL LANGUAGE</u> (carried over from last term) Revisit use of Passive Voice and the Subjunctive to achieve a more formal tone. Then create sentences, as if from the Government in WW2, encouraging parents to evacuate their children to the countryside</p>	<p>Subjunctive</p> <p>Passive Voice</p> <p><u>TUESDAY AFTERNOON SPAG</u></p> <p><u>FOCUS:</u></p> <p>Consolidate and entrench the use of the Apostrophe</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>

<u>WEEK 2</u>	<p><u>KEY SKILL – NON-CHRONOLGICAL REPORTS</u></p> <p>1. COLD WRITE - write about any animal, either domestic or wild.</p> <p>2. Explore the features of this genre: Formal tone, factual description, layout and structure</p> <p>3. Using the correct punctuation for bullet points (sorting activity)</p> <p>Then create own lists, linking them to their Cold Write</p>	<p>Subjunctive</p> <p>Passive Voice</p> <p>Subheadings</p> <p>Bullet points</p> <p><u>TUESDAY AFTERNOON SPAG</u></p> <p><u>FOCUS:</u></p> <p>Consolidate the punctuation of bullet points</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>
<u>WEEK 3</u>	<p><u>KEY SKILL – NON-CHRONOLGICAL REPORTS</u></p> <p>1. Use efficient and effective planning to create the details of an imaginary animal. Ensure the language is factual, not figurative.</p> <p>2. Vary and extend use of punctuation. Use of the colon, semi colon, brackets and dashes, bullet points</p> <p>3. HOT WRITE - Non-Chronological report for their imaginary animal</p>	<p>Spider-gram planning</p> <p>Subheadings</p> <p>Bullet points</p> <p>Colon</p> <p>Semi colon</p> <p>Brackets</p> <p>Dashes</p> <p><u>TUESDAY AFTERNOON SPAG</u></p> <p><u>FOCUS:</u></p> <p>Further practice of the Subjunctive and Passive Voice for a more formal tone</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</p> <p><u>Group 2:</u> individual letters and all the joins</p>

<p><u>WEEK 4</u></p>	<p><u>KEY SKILL – NARRATIVE WRITING</u></p> <p>1. Explore the features of their imaginary animal – appearance, movements, sounds etc. Using descriptive language (not factual) write a description of the creature and its habitat.</p> <p>2. Further practice in extending sentences, varying the structure and using a range of punctuation.</p> <p>3. Use a Story-Board effectively to plan a short story based around their imaginary animal.</p>	<p>Use of descriptive language: adjectives, adverbs, extended noun phrases, simile, metaphor, extended metaphor Coordinating conjunctions Subordinating conjunction Compound sentence Complex sentence Experimenting with sentence order Semi colon Brackets Dashes 6 stages of a story structure</p> <p><u>TUESDAY AFTERNOON SPAG</u> <u>FOCUS:</u> Practise using parentheses in the three forms (brackets, dashes and commas)</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 – NARRATIVE WRITING – Use of Dialogue and Speech Infill</u></p> <p>1. Investigate how changing the word “said” and adding speech infill can suggest mood. Create positive and negative groups of words for “said” and some movement/action verbs. Improve the Jack/Mr Briggs scene to show a) anger/arrogance b) sympathy/fear</p> <p>2. Use speech infill to bring basic dialogue to life for the reader. Use basic dialogue taken from the class novel and improve by changing the “said” and adding speech infill.</p>	<p>Inverted commas Speech marks New line for new speaker Punctuate clauses</p> <p>Speech infill Inference Show not tell</p> <p><u>TUESDAY AFTERNOON SPAG</u> <u>FOCUS:</u> Consolidate use of Speech Punctuation</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 – NARRATIVE WRITING – SHORT STORY</u> Use all lessons to write our story, emphasizing the need for:</p> <ul style="list-style-type: none"> • an arresting story opener • sound structure • use of effective description • interesting and relevant dialogue to move the story on. 	<p>A range of sentence types Sentence openers Extended punctuation Descriptive and figurative language</p> <p><u>TUESDAY AFTERNOON SPAG</u> <u>FOCUS:</u></p> <p>GENERAL SPAG QUIZ</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>
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