



## English Medium-Term Plan – Spring

<b>Half-term plan for topic/book</b>	"THIS IS ME!"      SPRING 2      2020
<b>Book to read to the class</b>	"Wonder"
<b>Writing outcomes</b>	<p><b><u>Formal discussion texts</u></b></p> <ul style="list-style-type: none"> <li>• Share balanced discussions based on more controversial issues/statements</li> <li>• Annotate and analyse the language and organisational features of the genre.</li> <li>• Explore how the writing summarises different sides of an argument; identifies strengths and weaknesses of different points of view; shares a personal opinion before drawing a conclusion based on the evidence shared.</li> <li>• Compare a balanced discussion with a persuasive presentation on the same theme. Compare the language and the features.</li> <li>• Children to collect words and phrases used in persuasive arguments- similarly... whereas... and investigate how conditionals are used- if, then, might, would, could etc.</li> <li>• Children to research, plan and present arguments for and against a proposal, as well as writing a balanced conclusion as a means of summing up. Use role-play /Conscience Alley to re-enact a court scene where opposing views are heard by a judge/walker, who then has to sum up and conclude the argument.</li> </ul> <p><b><u>Biographies and Autobiographies</u></b></p> <ul style="list-style-type: none"> <li>• Share a variety of biographies and autobiographies with pupils from different eras and cultures.</li> <li>• Discuss differences and similarities between the writing and establish that there are two types of writing being presented to them.</li> <li>• Create criteria for identifying the different types using the texts the children have been studying.</li> <li>• Choose a biography and an autobiography and demarcate on the text the features which separate these two styles of writing e.g. first and third person, distinguishing between fact, opinion and fiction, identifying points of view and how these may differ from person to person.</li> <li>• Focus on children’s aspirations - think about the things they hope to achieve in their adult life and where they want to have visited and lived. Use their ideas to write their own biography.</li> <li>• Research and investigate pioneers of medicine and write a brief autobiography</li> </ul>

**Changes made to accommodate Online Learning and how this may be addressed on return to school, are in red**

Year group: Six	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: handwriting
WEEK 1	<p><b>1. HOOK LESSON</b> for new topic “Wonder” singing the new song (“This is me!” from the Greatest Showman) and starting the new novel <b>Not covered as unsuitable to online learning</b></p>		<p>Use a poem/song linked to our topic.</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><u>Group 1:</u> Copy out lines of the poem <u>Group 2:</u> individual letters and all the joins</p>
WEEK 2	<p><b>KEY SKILL – FORMAL DISCUSSION</b></p> <p><b>1. COLD WRITE – discuss this statement: “Summer is more fun than winter” Not covered as unsuitable to online learning</b></p> <p><b>2. Investigate the genre of discussion using word games. Introduce the idea of the “Fortunately/Unfortunately” game. Not covered as unsuitable to online learning</b></p> <p>3. Give out the controversial statements to pairs and invite the children to think of arguments both for and against <b>6 statements given and children wrote a simple argument for each This could be revisited as a drama activity in pairs on return to school</b></p> <p>4. Strengthen the case for each viewpoint, with more reasons and elaboration. Explain the need for evidence and examples to support the point. Use a framework to list and extend arguments and ensure they are balanced</p>	<p>Two points of view Conditionals - if, then, might, would, could etc. Words and phrases used in persuasive arguments- similarly... whereas Conjunctive adverbs – moreover, furthermore, consequently Use of paragraphs Spider gram planning Elaboration</p> <p><u>TUESDAY AFTERNOON SPAG</u> <u>FOCUS:</u> the four types of sentence - statement, command, exclamation and question</p>	<p>Use a poem/song linked to our topic.</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><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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<p><u>WEEK 3</u></p>	<p><u>KEY SKILL – FORMAL DISCUSSION</u>            1. Plan arguments for Hot Write Balanced Argument. Give the statement:            “It is no longer necessary to read books to enjoy a good story....”  <b>1. Use “Conscience Alley” to help consolidate both viewpoints for our Hot Write Not covered as unsuitable to online learning. This could be revisited as a drama activity on return to school</b></p> <p>2. HOT WRITE  <b>3. Continue this genre with a different subject linked to our Topic. Discuss the use of homeopathic medicine v conventional. Research and prepare arguments for each.</b>  <b>Not all children engaged in Online Learning therefore revisit this genre next term, using this and a selection of discussion topics. Use “Conscience Alley” to help consolidate both viewpoints. Write second discussion on this theme, using all the required features of this genre.</b></p>	<p>Two points of view            Conditionals - if, then, might, would, could etc.            Words and phrases used in persuasive arguments- similarly... whereas            Conjunctive adverbs – moreover, furthermore, consequently            Use of paragraphs            Spider gram planning            Elaboration  <u>TUESDAY AFTERNOON SPAG</u>  <u>FOCUS:</u>            Common homophone spelling issues:            to / too / two            of / off            which / witch            here /hear</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 4</u></p>	<p><u>KEY SKILL - BIOGRAPHY AND AUTOBIOGRAPHY</u>            1. COLD WRITE – write about your favourite book character as it would appear in their biography and autobiography            2. Explore the features of both genre and identify the differences between biography and autobiography            3. Write about an event in your own life as an autobiography and biography</p>	<p>Punctuation for quotes            Direct speech            Indirect speech (reported)            Passive voice            Colon and semi colon            Dashes and brackets</p> <p><u>TUESDAY AFTERNOON SPAG</u>  <u>FOCUS:</u>            Consolidate understanding of <b>Direct speech and Indirect speech (reported)</b></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>

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<p>WEEK 5</p>	<p><u>KEY SKILL - BIOGRAPHY AND AUTUBIOGRAPHY</u>            1. Study further examples of each, using real life examples – Usain Bolt, J.K. Rowling etc Identify and highlight features in texts            2. Further practice extending the range of punctuation: colon, semi colon, dashes, brackets            3. HOT WRITE - Write about an event in your own life as an autobiography and then change it into a biographical text</p>	<p>Punctuation for quotes            Direct speech            Indirect speech (reported)            Passive voice            Colon and semi colon            Dashes and brackets  <u>TUESDAY AFTERNOON SPAG</u>  <u>FOCUS:</u>            Use session for Easter description</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>This activity to be carried out during WEEK 5 Afternoon SPAG session</p>	<p><u>KEY SKILL – DESCRIPTION (Link with our Easter RE)</u>            1. Use two film scenes/pictures from “Jesus Christ Superstar” to write positive and negative descriptions of the Crucifixion and Resurrection. These may be written in the first person as a character from the Easter Story eg Peter or Mary</p>	<p>Use of descriptive language: adjectives, adverbs, extended noun phrases, simile, metaphor, extended metaphor</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>