



English Medium-Term Plan – Summer

Half-term plan for topic/book	“ALL CHANGE!”	Summer 1	2021
Book to read to the class	“Just So Stories”		
Writing outcomes	<p>Formal discussion texts - Not all children engaged in Online Learning therefore the FORMAL DISCUSSION genre, covered in the Spring Term, will be revisited this term.</p> <ul style="list-style-type: none"> • Share balanced discussions based on more controversial issues/statements • Annotate and analyse the language and organisational features of the genre. • 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. • Compare a balanced discussion with a persuasive presentation on the same theme. Compare the language and the features. • Children to collect words and phrases used in persuasive arguments- similarly... whereas... and investigate how conditionals are used- if, then, might, would, could etc. • 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. <p>Newsletters</p> <ul style="list-style-type: none"> • Investigate and identify the main features using AUDIENCE, PURPOSE, STYLE and LAYOUT • Study examples of Newsletters and annotate these features • Discuss the 5 W’s “What?” “When?” “Where?” “Who?” “Why?” • Revisit use of formal language and create a suitable word bank to draw from. • Revisit use of bullet points and their required punctuation • Children to plan information for a proposed school trip linked to different eras of the History focus “Changes in an aspect of social history: leisure, entertainment and transport” • Children to write this newsletter <p>Narrative Writing</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 • Include dialogue and ensure it is relevant, interesting and moves the story on • Write a short story with an adventure theme based on the History focus “Key periods of History on timeline beyond 1066” 		

Year group: Six	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: handwriting
WEEK 1	<p><u>1. HOOK LESSON</u> for new topic “All Change!”</p> <p><u>2. KEY SKILL - BIOGRAPHY AND AUTOBIOGRAPHY</u> HOT WRITE - Write about an event in your own life as an autobiography and then change it into a biographical text – carried over from last term as the final piece was not covered.</p> <p><u>3. KEY SKILL – FORMAL DISCUSSION</u> Continue to investigate the genre of discussion using word games. Use the “Fortunately/Unfortunately” game again using further examples of controversial statements. In pairs, invite the children to think of arguments both for and against. Introduce and plan arguments for Hot Write Balanced Argument. Give the statement: “It is no longer necessary to read books to enjoy a good story....”</p>	<p>Punctuation for quotes Direct speech Indirect speech (reported) Passive voice Colon and semi colon Dashes and brackets</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 Subjunctive and Passive Voice Use of paragraphs Spider gram planning</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 <u>Group 2:</u> individual letters and all the joins</p>
WEEK 2	<p><u>KEY SKILL – FORMAL DISCUSSION</u></p> <p>1. Use “Conscience Alley” to help consolidate both viewpoints for our Hot Write</p> <p>2. HOT WRITE</p> <p>3. Continue this genre with a different subject linked to our History focus: “Explore key periods through leisure, entertainment and transports.” Plan arguments for a new balanced argument: Discuss the statement “Holidays were more enjoyable in in the 1950s and 1960s than they are today.”</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 Subjunctive and Passive Voice Use of paragraphs Spider gram planning</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 <u>Group 2:</u> individual letters and all the joins</p>

<p><u>WEEK 3</u></p>	<p><u>KEY SKILL – FORMAL DISCUSSION</u> 1. Use “Conscience Alley” to help consolidate both viewpoints for our holiday/leisure themed discussion 2 and 3. Write second discussion on this theme, using all the required features of this genre.</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 Subjunctive and Passive Voice Use of paragraphs Spider gram planning</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 – NEWSLETTERS</u> 1. COLD WRITE – write a newsletter to be sent out by the school to families, detailing changes to encourage children to lead a healthier lifestyle. 2. Discuss the main features of the genre using AUDIENCE, PURPOSE, STYLE and LAYOUT. 3. Annotate real life examples and identify these features. Emphasise the necessity for an accurate <u>introduction</u> giving the 5 W’s information. The HOW? must be in the main body of the letter. Write introductions for a variety of newsletters and colour code the 5 W information to ensure it has been included – SATs week, Sponsored Walk, School Fair.</p>	<p>5 W’s Formal language: Subjunctive and Passive voice. No contractions Use of Bullet points and all necessary punctuation Persuasive 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 <u>Group 2:</u> individual letters and all the joins</p>
<p><u>WEEK 5</u></p>	<p><u>KEY SKILL – NEWSLETTERS</u> 1 and 2. Give the subject for the Hot Write Newsletter- write a newsletter from school concerning a Year 6 visit to a new “Living Museum” specializing in the holiday experiences of the last 100 years. Plan the required information which need to be included and how it should be organised using a Spider gram. (NB: This will be a useful opportunity to include Covid restrictions and therefore very pertinent this year.) 3. HOT WRITE</p>	<p>5 W’s Formal language: Subjunctive and Passive voice. No contractions Use of Bullet points and all necessary punctuation Persuasive tone Efficient Spider gram planning</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></p>	<p>6 stages of a story structure</p>	<p><u>Use a poem linked to our topic.</u></p>

	<p>1. Introduce the story theme “If Pictures Could Speak” – this will involve a visit to an Art Gallery where they see a particular picture linked to our History theme. They will then base a story around this.</p> <p>2. Use a Storyboard effectively to plan a short story</p> <p>3. 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>Powerful positive and negative imagery for narrative description</p> <p>Dialogue and infill</p> <p>Setting, Character, Plot</p> <p>Paragraphs</p> <p>Fronted Adverbials</p> <p>Use of Speech Punctuation</p> <p>A range of sentence types</p> <p>Sentence openers</p> <p>Extended punctuation</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 7</u></p>	<p><u>KEY SKILL – NARRATIVE WRITING – SHORT STORY</u></p> <p>Continue and complete story, editing, improving, proofreading and redrafting as required.</p>	<p>6 stages of a story structure</p> <p>Powerful positive and negative imagery for narrative description</p> <p>Dialogue and infill</p> <p>Setting, Character, Plot</p> <p>Paragraphs</p> <p>Fronted Adverbials</p> <p>Use of Speech Punctuation</p> <p>A range of sentence types</p> <p>Sentence openers</p> <p>Extended 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</p> <p><u>Group 2:</u> individual letters and all the joins</p>