



## English Medium-Term Plan – Autumn

<b>Half-term plan for topic/book</b>		"IT'S ELECTRIC!"      AUTUMN 1      2021	
<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>• Study the effective planning and structure of a story using the 6 key stages and a Story-board.</li> <li>• Write a short adventure / mystery story linked to the class novel/electricity/invention. Theme "Vortexia."</li> </ul> <p>Pupils to evaluate their own work using the criteria to remind them of the things they could include next time to improve their work. Introduce the concept of "flap editing" to show improvement.</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>	<u>NO WRITING LESSON.</u> Children start school on Thursday.		
<u>WEEK 2</u>	<u>KEY SKILL – Descriptive language</u> 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 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 3. Write their own extended metaphor for either lightning or electricity. Create display from children's work.		Use of descriptive language: adjectives, adverbs, extended noun phrases, simile, metaphor, extended metaphor  <u>PM SPAG Focus:</u> Types and parts of sentences – simple, compound and complex
			Practice and write the handwriting cards with "The quick brown fox jumped over the lazy dog"

<p><u>WEEK 3</u></p>	<p><u>KEY SKILL – Personification</u>  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  2. Explain how sentences can be improved and given added interest by using relative clauses to add more detail for the reader. Demonstrate how the relative pronouns can be used – who, where, which, when, whose. Improve sentences from their Cold Write picture of a storm at sea, by adding more detail with relative clauses  3. 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>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>  Homophones  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 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. 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  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>Subordinate clauses  Variety of sentences openers</p> <p><u>PM SPAG Focus:</u>  Use of Fronted Adverbials</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 from the class novel 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  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   <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</p> <p><u>Group 2:</u> individual letters and all the joins</p>
<p><u>WEEK 7</u></p>	<p><u>KEY SKILL – Writing a short story</u>  1. Complete Storyboard planning, ensuring it has the 6 required stages  2. and 3. 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   <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>