



English Medium-Term Plan – Autumn

Half-term plan for topic/book		"SHINE BRIGHT!" AUTUMN 2 2021	
Book to read to the class		"Warhorse" Michael Morpurgo	
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><u>KEY SKILL – Personification Poetry</u></p> <ol style="list-style-type: none"> 1. HOOK LESSON for new topic "Shine Bright" Visit the village cenotaph outside St Luke's Church and the memorial inside. Share images linked to the war and remembrance, discuss some key facts and thoughts. 2. Complete their short story "Vortexia" from last term. 	<p>6 stages of a story structure Dialogue and infill Description of Setting and Character, Paragraphs</p> <p><u>PM SPAG Focus:</u> Continue work on suffixes "ed" and "ing" for Past and Present tense.</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>WEEK 2</u></p>	<p><u>KEY SKILL – Diary writing: writing from different viewpoints</u></p> <p>1. 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. Some of these will be read out at the Remembrance Service at St Luke’s on Sunday 14th November.</p> <p>2. <u>COLD WRITE</u> – diary entry based on our Hook lesson</p> <p>3. 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>4. To look at the first part of “Warhorse” from two different character viewpoints – Joey and Albert. Discuss the characters and their feelings. Annotate A3 sheets with pictures of these characters. Use HOT SEAT activity to help children empathise with the characters</p> <p>5. Write a diary extract from two different viewpoints on Joey’s arrival at the farm. (Joey and Albert)</p>	<p>Personification</p> <p>Repetition for effect</p> <p><u>Features of Diary:</u> 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> Synonyms and antonyms</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>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 “Warhorse”</p> <p>3. Use of semi colon to separate clauses.</p>	<p>Synonyms and antonyms Perfect tense Progressive tense Use of the semi colon</p> <p><u>PM SPAG Focus:</u> More practice using the Perfect and 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>WEEK 4</u></p>	<p><u>KEY SKILL – LETTER WRITING: INFORMAL</u></p> <p>1. <u>HOT WRITE:</u> DIARY using Joey from “Warhorse” and a key part of the novel (this will depend how far we have read in class)</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</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 and 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>used.</p> <p>3. Use video clips and extracts from the film “Warhorse” to introduce the atmosphere of the trenches in WW1. Children make notes of key information, description of setting, senses, feelings, fears and hopes. Use a SENSES GRID to assist recording of information.</p>		
<u>WEEK 5</u>	<p><u>KEY SKILL – LETTER WRITING: INFORMAL</u></p> <p>1. Plan our informal letter from a soldier serving in the trenches of WW1 to a loved one at home. Use one of the characters from “Warhorse,” annotate a picture of them with key information to be used: descriptions of the trench, thoughts about the horses, 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. <u>HOT WRITE</u>: INFORMAL LETTER. Soldier’s letter home</p>	<p>Contractions for informality Use of the apostrophe Use of brackets and dashes Fronted Adverbials</p> <p><u>PM SPAG Focus:</u></p> <p>Use of the 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
<u>WEEK 6</u>	<p><u>KEY SKILL – LETTER WRITING: FORMAL</u></p> <p>1. Revisit the use 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>3. Plan arguments / research for our Hot Write – formal letter of persuasion encouraging people to send their horses to work for the War Effort linked to the official requisition of horses. 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>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>WEEK 7</u></p>	<p><u>KEY SKILL – LETTER WRITING: FORMAL</u></p> <ol style="list-style-type: none"> 1. <u>HOT WRITE</u>: FORMAL LETTER encouraging people to send their horses to work for the War Effort (Persuasion) 2. Hot Seat/Freeze Frame based on our knowledge and understanding of life in the WW1 	<p>Formal tone Passive Voice Active Voice Subjunctive Use of Paragraphs</p> <p><u>PM SPAG Focus:</u></p> <p>Go over recent SPAG test using the “3 Column Method”. Improve where possible.</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
----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------