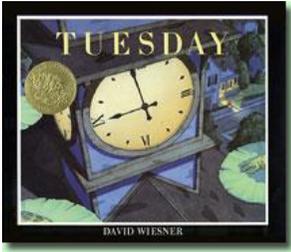
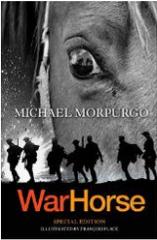
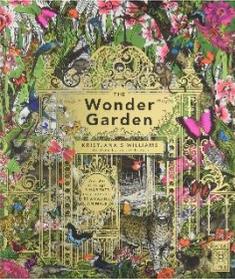
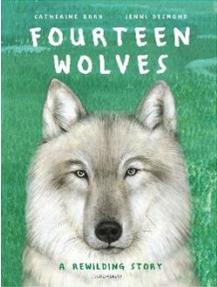
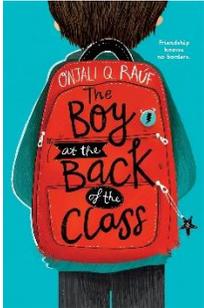
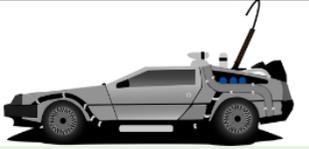
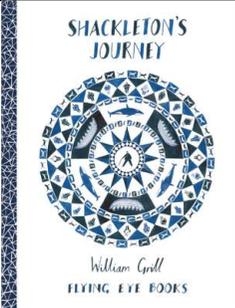


Year 6 English Medium Term Plan: 2022-2023

Poetry	Journalistic Writing Reports Tuesday by David Wiesner Year 5 English Hamilton Trust (hamilton-trust.org.uk)	Historical Stories War Horse and War Game Year 6 English Hamilton Trust (hamilton-trust.org.uk)	Non-chronological report
<p>Text: <i>The Spider and the Fly</i></p>  <p>Outcome: narrative poem (E) Audience: year 4 children</p>	<p>Text: <i>Tuesday</i></p>  <p>Outcome: police report (PI), newspaper report (IE) Audience: school newsletter</p>	<p>Text: <i>War Horse</i></p>  <p>Outcome: letter (IE), description (E) Audience: displayed in school library</p>	<p>Text: <i>The Wonder Garden</i></p>  <p>Outcome: non-fiction in the style of the text Audience: Readers of the Wonder Garden</p>
<p>Key Writing Skills: Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use semi-colons, colons or dashes to mark boundaries between independent clauses Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Key Writing Skills: Change direct speech into reported speech. Use formal written language. Use past tense appropriately. Change active sentences into passive sentences and vice versa. Use semi-colons correctly. Write in paragraphs.</p>	<p>Key writing skills: Identify different types of sentences: simple, compound & complex. Identify the function of commas in sentences. Understand that relative clauses can be used to elaborate sentences. Write dialogue for a character from a story they have read. Use adverbs or phrases to modify 'said'.</p>	<p>Key Writing Skills: Use reading as a model for own writing Select vocabulary to generalise and specify Use relative clauses Use semicolons or colons to mark boundaries between independent clauses</p>

<p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects</p>			
<p>Independent Write: Recount from Spider's perspective Argument – should the spider be punished for his actions?</p>	<p>Independent write: Write narrative to accompany text</p>	<p>Independent Writes: Retell <i>War Game</i> Description of character</p>	<p>Independent Writes: Description of own island Persuasive letter: Is non-fiction changing?</p>
<p>Reports Re-wilding Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Stories on a Theme Stories about Difference Year 5/6 English Planning Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Instructions and Explanations Instructions & Explanations: Changing Technology Year 5 English Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Recount Races in Frozen Places Year 5/6 English Planning Hamilton Trust (hamilton-trust.org.uk)</p>
<p>Text: <i>Fourteen Wolves</i></p>  <p>Outcome: report about animal reintroductions Audience: visitors to Hogmoor Inclosure</p>	<p>Text: <i>The Boy at the Back of the Class</i></p>  <p>Outcome: write a story changing perspective Audience: Year 5</p>	 <p>Outcome: explanation and instructions for imaginary invention Audience: peers (in the style of Dragons Den pitch)</p>	 <p>Outcome: newspaper report Audience: TBC</p>

<p>Key Writing Skills: Organise paragraphs around a theme Identify how language, structure and presentation contribute to meaning. Use devices to build cohesion, including adverbials of time, place and number. Use a wide range of devices to build cohesion within and across paragraphs; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings. Use the passive to affect the presentation of information in a sentence. Note and develop initial ideas. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors.</p>	<p>Key Writing Skills: Using and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading Using expanded noun phrases to convey complicated information concisely. Noting and developing initial ideas, drawing on reading. Identifying the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Noting and developing initial ideas, drawing on reading and research where necessary. Propose changes to vocabulary, grammar and punctuation to enhance effects. Assess the effectiveness of their own and others' writing.</p>	<p>Key Skills: Use similar texts as models Use devices to build cohesion within paragraphs Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within paragraphs Use commas to clarify meaning or avoid ambiguity in writing Use brackets to indicate parenthesis Note and develop initial ideas Use further organisational and presentational devices to structure text and to guide the reader Identify audience and purpose of writing, selecting appropriate form and using other similar writing as models for their own</p>	<p>Key Skills: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identify the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading. Use modal verbs or adverbs to indicate degrees of possibility. Use the colon to introduce a list and use semi-colons within lists. Punctuate bullet points to list information. Note and develop initial ideas, drawing on reading and research where necessary.</p>
<p>Independent Write: Letter to fictional characters explaining the benefit of Yellowstone National Park</p>	<p>Independent Write: Character description</p>	<p>Independent Write: N/A</p>	<p>Independent Write: TBC</p>
<p>Blogs and Reports</p>			

[Recounts: Blogs and Reports | Year 6 English Planning | Hamilton Trust \(hamilton-trust.org.uk\)](#)



Outcome: non-chronological report
Audience: school website

Key Skills:

Recognising vocabulary and structures appropriate for informal writing.
Using vocabulary appropriate for formal speech and writing
Propose changes to grammar and punctuation to enhance effects and clarify meaning;
Revise the use of apostrophes for contraction
Identify the purpose of their writing, selecting appropriate forms, using other similar writings as models for own
Note and develop initial ideas
Draft by selecting appropriate grammar and vocabulary
Using vocabulary and structures appropriate for informal writing in own work

<p>Evaluate and edit texts by assessing the effectiveness of one's own writing</p> <p>Choose the appropriate register for writing</p> <p>Proof read for errors</p> <p>Perform own compositions, using appropriate intonation</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>the use of subjunctive forms</p> <p>noting and developing initial ideas</p> <p>selecting appropriate grammar and vocabulary</p> <p>Use commas to clarify meaning and avoid ambiguity in writing</p> <p>Use (relative) clauses</p> <p>Draft by selecting appropriate grammar and vocabulary</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	