

Yr 6 Term 1 - Medium Term Plan

Remember: All books are supported by Teaching Notes and Copymasters

Texts Range:	Comprehension & Composition (Text)	Grammar & Punctuation (Sentence)	Phonics, Spelling & Vocabulary (Word)
<p><b>Classic fiction, poetry &amp; drama by long-established authors, in, where appropriate, study of a Shakespeare play</b>  <b>Autobiography &amp; biography</b>  <b>Non-chronological reports</b></p>	<p>Continuous:                      3: articulate personal responses to literature, identifying why &amp; how a text affects reader                      5: contribute constructively to shared discussion about literature, responding to &amp; building on views of others                      7: <i>plan quickly &amp; effectively the plot, characters &amp; structure of own narrative writing</i></p>	<p>Continuous:</p>	<p>Continuous:</p>
<p><b>Magical Scenes from A Midsummer Night's dream</b></p>	<p>1: compare &amp; evaluate a play in print and film version                      4: be familiar with work of some established authors, know what is special about their work, &amp; explain preferences in terms of authors, styles &amp; themes                      6: <i>manipulate text by producing a modern retelling</i>                      8: <i>summarise a passage in specified number of words</i></p>	<p>6: investigate how colons, semicolons separate parts of sentences</p>	<p>7: understand how words &amp; expressions have changed over time</p>
<p><b>Supernatural Scenes from Macbeth</b></p>	<p>1: compare &amp; evaluate a play in print and film version                      4: be familiar with work of some established authors, know what is special about their work, &amp; explain preferences in terms of authors, styles &amp; themes                      6: <i>manipulate narrative perspective by producing a modern retelling</i>                      8: <i>summarise a passage in specified number of words</i></p>		<p>7: understand how words &amp; expressions have changed over time</p>
<p><b>Dr Jekyll and Mr Hyde</b></p>	<p>1: compare &amp; evaluate a novel in print and TV/film version, e.g. loss of narrator, seeing setting etc                      2: take account of viewpoint in a novel, identifying narrator, explaining how this influences reader's view of events, explaining how events might look from different point of view                      4: be familiar with work of some established authors, know what is special about their work, &amp; explain preferences in terms of authors, styles &amp; themes                      6: <i>manipulate narrative perspective by writing story with two narrators</i>                      9: <i>prepare short section of story as script, e.g. using stage directions, setting</i></p>	<p>4: investigate use of connecting words &amp; phrases, e.g. 'One Sunday evening ...', 'Behind the door ...'                      5: how meaning is affected by sequence &amp; structure of clauses</p>	<p>5: use roots and prefixes as support for spelling e.g. medicine, medical                      7: identify words &amp; expressions which may have changed over time</p>
<p><b>Gulliver's Adventures in Lilliput</b></p>	<p>1: compare &amp; evaluate a novel in print and TV/film version, e.g. loss of narrator, seeing setting etc                      2: take account of viewpoint in a novel, identifying narrator, explaining how this influences reader's view of events, explaining how events might look from different point of view                      4: be familiar with work of some established authors, know what is special about their work, &amp; explain preferences in terms of authors, styles &amp; themes</p>	<p>4: investigate use of connecting words &amp; phrases, e.g. After a while ..., About a fortnight after...                      5: how meaning is affected by sequence &amp; structure of clauses                      6: secure knowledge &amp; understanding of more sophisticated punctuation marks</p>	<p>5: use roots and prefixes as support for spelling e.g. inclined, declined, reclined; spectacles, inspect, spectator; emerge, submerge</p>

	<p>6: <i>manipulate narrative perspective by writing story with two narrators, or writing in voice &amp; style of text</i></p> <p>9: <i>prepare short section of story as script, e.g. using stage directions, setting</i></p>		
<b>The Lady of Shalott</b>	<p>4: be familiar with work of some established authors, know what is special about their work &amp; explain preferences in terms of authors, styles &amp; themes</p> <p>6: <i>manipulate narrative perspective by producing a modern retelling</i></p> <p>10: <i>write own poems, experimenting with active verbs &amp; personification; produce revised poems for reading aloud</i></p>	6: use of colons & semicolons are used to separate clauses and phrases	7: identify words & expressions which may have changed over time
<b>The Song of Hiawatha</b>	<p>4: be familiar with work of some established authors, know what is special about their work, &amp; explain preferences in terms of authors, styles &amp; themes</p> <p>10: <i>write own poems, experimenting with active verbs &amp; personification; produce revised poems for reading aloud</i></p>	6: use of colons & semicolons are used to separate clauses and phrases	7: identify words which are no longer or little used nowadays
<b>Inside the Mind of Susan Greenfield, Brain Scientist</b>	<p>11: distinguish between biography &amp; autobiography; recognise effect of 1<sup>st</sup> person; distinguish between fact, opinion &amp; fiction; distinguish between implicit &amp; explicit points of view</p> <p>14: <i>develop skills of biographical &amp; autobiographical writing</i></p>	<p>4: investigate &amp; classify connecting phrases e.g. 'After three years ...' 'For the next ten years ...' 'Nowadays ...', 'Although'</p> <p>5: explore sequence, structure &amp; connecting devices of clauses in complex sentences</p>	<p>5: use word roots as support for vocabulary extension &amp; spelling e.g. cerebral, technology</p> <p>7: understand how words have changed meaning over time e.g. disease (formerly = discomfort, unease)</p> <p>10: understand how new words come into the language e.g. neurotechnology</p>
<b>Northern Lights &amp; Southern Sights – Living in Alaska &amp; Brazil</b>	<p>11: distinguish between biography &amp; autobiography; recognise effect of 3rd person; distinguish between fact, opinion &amp; fiction; distinguish between implicit &amp; explicit points of view</p> <p>14: <i>develop skills of biographical &amp; autobiographical writing</i></p>	<p>4: investigate &amp; classify connecting phrases e.g. 'In Spring ...' 'At home ...' '... because ...', 'but'</p> <p>5: examine ways complex sentences are formed</p> <p>6: identify uses of range of punctuation</p>	<p>8: research origins of proper names (pages 8-9)</p> <p>10: understand how new words come into the language e.g. movies, rollerblading</p>
<b>Survival Guide</b>	<p>12: comment critically on style, language &amp; success of report</p> <p>13: understand features of non-chronological report</p> <p>17: <i>write non-chronological report linked to other subjects</i></p>	<p>4: discuss use of connectives to indicate time sequence</p> <p>5: discuss structure of complex sentences, 7 ways of linking clauses</p>	5: identify a) roots of words to support meaning & spelling e.g. survive, revive; habitat, inhabit; b) prefixes & suffixes e.g. bio-, -tion

Yr 6 Term 2 - Medium Term Plan

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Texts Range:	Comprehension & Composition (Text)	Grammar & Punctuation (Sentence)	Phonics, Spelling & Vocabulary (Word)
<p><b>Longer established stories from more than one genre: historical, sci-fi, fantasy</b>  <b>Range of poetic forms</b>  <b>Discussion texts</b></p>	<p>Continuous:</p>	<p>Continuous:</p>	<p>Continuous:</p>
<p><b>Dr Jekyll and Mr Hyde</b></p>	<p>1: understand how authors handle passing of time – flashbacks, story within a story; how passing of time is conveyed to reader                  2: analyse how individual paragraphs are structured e.g. comments sequenced to show train of thought of character                  7: identify key features of different types of text                  8: analyse success of text &amp; writer in e.g. creating atmosphere or suspense, characterisation                  9: increase familiarity with writers of the past                  10: use different genres as models for own writing                  11: write own story using flashback or story within a story to convey passing of time</p>		<p>4: spelling: unstressed vowels in polysyllabic words e.g. laboratory, several, desperate</p>
<p><b>Gulliver’s Adventures in Lilliput</b></p>	<p>1: understand how chapters are linked together                  2: analyse how individual paragraphs are structured e.g. examples listed to justify a point, &amp; reiterated to give it force                  7: identify key features of different types of text                  8: analyse success of text &amp; writer in e.g. creating atmosphere or suspense, characterisation                  9: increase familiarity with writers of the past                  13: parody a literary text, describing stock characters, plot structure, language etc.</p>	<p>1: investigate use of passive voice – ‘I had been granted ...’, ‘It was agreed ...’                  2: collect examples of formal official language; note conventions &amp; context                  5: use reading to explore conditional tense &amp; construct hypothetical sentences</p>	
<p><b>The Lady of Shalott</b></p>	<p>3: recognise how poets manipulate words for rhythm, rhyme or assonance, or in figurative language                  5: analyse how moods, feelings, attitudes are conveyed in poetry                  9: increase familiarity with writers of the past</p>		
<p><b>The Song of Hiawatha</b></p>	<p>3: recognise how poets manipulate words for rhythm, rhyme or assonance, or in figurative language                  5: analyse how moods, feelings, attitudes are conveyed in poetry                  9: increase familiarity with writers of the past</p>		
<p><b>Town or Country? A Victorian Dilemma</b></p>	<p>15: recognise how arguments are constructed e.g. through the use of personal examples &amp; evidence, &amp; the sequence &amp; linking of points</p>	<p>4: revise work on summarising &amp; note making</p>	<p>8: build a bank of words suitable for use in presenting argument, e.g. ‘whereas’, ‘however’</p>

	16: identify features of a balanced argument which clarify different sides <i>18: construct effective argument, developing points logically &amp; effectively with supporting &amp; illustrating points</i>	5: use reading to investigate conditionals, and their uses	
<b>Science on Trial</b>	15: recognise how arguments are constructed e.g. pre-empting or answering possible objections 16: identify features of a balanced argument which clarify strengths & weaknesses of different positions <i>19: write balanced report of controversial issue</i>	4: revise work on summarising & note making 5: use reading to investigate conditionals, and their uses and use to construct own hypotheses	8: build a bank of words suitable for use in presenting argument, e.g. 'whereas', 'however'

**Yr 6 Term 3 - Medium Term Plan**

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Texts <b>Range:</b>	Comprehension & Composition <b>(Text)</b>	Grammar & Punctuation <b>(Sentence)</b>	Phonics, Spelling & Vocabulary <b>(Word)</b>
<b>Explanations &amp; non-chronological reports linked to work from other subjects</b>	Continuous:	Continuous:	Continuous:
<b>Turn That Light Out! Home Life in World War II</b>	15: secure understanding of features of explanatory text 16: identify key features of impersonal formal language e.g. passive voice; discuss context & reasons for use 17: appraise a text quickly & effectively; locate & retrieve information & evaluate its value <i>20: secure control of impersonal writing</i> <i>21: divide whole text into paragraphs, with attention to sequence &amp; links</i> <i>22: select appropriate form &amp; style for specific purpose &amp; audience</i>	1: revise language conventions of explanatory text 4: secure control of complex sentences & how clauses can be manipulated for different effects	5: use known roots, prefixes & suffixes (e.g. agri-, incend-, -mobile, -phone) to invent new words 7: create new similes & metaphors, e.g. using blackout, evacuation as source
<b>The World beneath the Waves</b>	15: secure understanding of features of explanatory text 16: identify key features of impersonal formal language e.g. present tense; discuss context & reasons for use 18: practise skills of skimming & scanning to aid research <i>21: divide whole text into paragraphs, with attention to sequence &amp; links</i> <i>22: select appropriate form &amp; style for specific purpose &amp; audience</i>	3: identify examples of formal style e.g. impersonal voice, passive verbs, complex sentences	5: use known roots, prefixes & suffixes e.g. nutri-, carni-, to invent new words