

Year: 6

Medium Term Plan:

Spring

School:

Teacher/s:	Year Group(s) 6	Term: 2(b)	
<p>Fiction and poetry: longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi, historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.</p> <p>Non-Fiction: discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.</p>			
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level
<p>Week 7 and 8</p> <p>Alex and the Glass Slipper/Cinderella ISBN 0-947212-98-1</p> <p>The True Story of the Three Little Pigs ISBN 0-14-054056-3</p> <p>Snow White in New York ISBN 0-19-272210-7</p>	<p>7. to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody;</p> <p>8. to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built;</p> <p>13. parody a literary text, describing stock characters and plot structure, language, etc.;</p> <p>Curricular target: to use paragraphs to distinguish narrative structure</p>	<p>5. to use reading to: investigate conditionals, e.g. using if ... then, might, could, would, and their uses, e.g. in deduction, speculation, supposition; use these forms to construct sentences which express, e.g. possibilities, hypotheses</p>	<p>5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots;</p>
<p>Week 9, 10 and 11</p> <p>The Wedding Ghost ISBN 019-272395 -2</p> <p>Ghost Dog ISBN 0-947212-61-2;</p> <p>The Firemaker's Daughter ISBN 0-440-86331-7;</p> <p>Stacks of Stories ISBN0-340-69968-X</p>	<p>10 to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language;</p> <p>12 to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing;</p> <p>14 to write commentaries or summaries crediting views expressed</p> <p>Curricular target: to use detail (show characters feelings or motives) creating humour/suspense</p>	<p>3 to revise work on complex sentences:</p> <ul style="list-style-type: none"> • identifying main clauses; • ways of connecting clauses; • constructing complex sentences; • appropriate use of punctuation; <p>4 to revise work on contracting sentences:</p> <ul style="list-style-type: none"> • summary; • note making; • editing; <p>Curricular target: to secure constructing complex sentences; manipulating clauses</p>	<p>6 collect and explain the meanings and origins of proverbs, e.g. a rolling stone gathers no moss, familiarity breeds contempt, – referring to dictionaries of proverbs and other reference sources;</p>
<p>Week 12</p> <p>War Boy ISBN 0-14-034299-0</p> <p>A World War Two Anthology ISBN 0582 333830 plus official leaflets</p>	<p>17 to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;</p> <p>20 to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.</p> <p>Curricular target: to select appropriate style and form to suit specific audiences and purposes</p>	<p>2 to understand features of formal official language through, e.g.:</p> <ul style="list-style-type: none"> • collecting and analysing examples, discussing when and why they are used; • noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary; • collecting typical words and expressions, e.g. 'those wishing to...' 'hereby...' 'forms may be obtained...'; 	<p>7 to understand that the meanings of words change over time, e.g. through investigating such words as nice, presently, without;</p>