



### English – Medium Term Planner

Class: Year 6 Teacher: Mrs Eley Support Staff: Mrs Harper Term: Autumn 1 (The Ancient Maya)

Unit	Duration	Key objectives	Sentence Type and Spelling Focus	Texts and resources	Outcomes
Narrative (myths, legends and traditional stories)	2 weeks	<p><b>Year 5 Year 6</b>  <b>Planning, Composing and Evaluating</b></p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Develop their own ideas for writing through reading and research</p> <p>Use a wide knowledge of text types, forms and styles to inform their writing</p> <p>Plan and write for a clear purpose and audience</p> <p>Choose a text form</p> <p>Ensure that the content and style of writing accurately reflects the purpose</p> <p>Show a controlled, confident and established voice throughout a piece of writing</p> <p>Borrow and adapt writers' techniques from book, screen and stage</p> <p>Vary structure to expand ideas and provide emphasis</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Suffixes - ing, ed, ly</p> <p>To use knowledge of root and base words to spell related words</p> <p>Revision Suffixes ous, ation</p> <p>Homophones and near homophones</p> <p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Homophones and other words that are often confused</p> <p>Suffixes -able and -ible</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Suffixes which sound like /ʃəl/ - cial</p>	<p>The Chocolate Tree by Linda Lowery and Richard Keep</p> <p>The Curse of the Maya</p> <p>Encyclopaedia            Internet            The Curse of the Maya</p>	<p>Children will write a traditional tale based on the Chocolate Tree, KuKulKan and the Jaguar.</p> <p>Children to create their own version of the traditional tale.</p> <p>Children will write a diary entry based on Verity and Ethan's events.</p> <p>Children will write a two-page spread about Ancient Mayan Civilisation</p>

		<p>Structure and organise writing in well linked paragraphs  Build cohesion within a paragraph  Link openings to closings  Use a variety of sentence openers  Manipulate word order for effect  Carefully select words to create effects  Evaluate their work effectively and make improvements based on this  Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning  Proof-read for spelling and punctuation errors  Ensure the consistent and correct use of tense through a longer piece of writing  Change vocabulary and grammar to enhance effects and clarify meaning  Maintain a viewpoint throughout a text  Use vivid description  Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables  Use speech to convey and develop a character</p> <p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use correct grammatical terminology when discussing their writing</p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Identify relative pronouns e.g. which, that, who (whom, whose), when, where</li> <li>• Use relative pronouns appropriately</li> <li>• Use devices (connectives) for cohesion within a paragraph</li> <li>• Ensure correct subject verb agreement</li> </ul> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at</p>			
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	<p>key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <ul style="list-style-type: none"> <li>• Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</li> <li>• Understand the basic subject, verb, object structure of a sentence</li> <li>• Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page</li> <li>• Use the 'perfect form' of verbs</li> <li>• Understand how colons are used</li> <li>• Use colons appropriately</li> <li>• Understand how to use punctuation with bullet points</li> <li>• Use punctuation consistently with bullet points</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• <a href="#">Revise previous spelling conventions</a></li> <li>• Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary</li> <li>• Use knowledge of <a href="#">etymology</a>, word roots, prefixes and suffixes to aid spelling</li> <li>• <a href="#">Use etymology to aid spelling</a></li> <li>• <a href="#">Spell words with the suffix -ive</a></li> <li>• <a href="#">Spell words with the suffix -ist</a></li> <li>• <a href="#">Spell words ending in -cious</a></li> <li>• <a href="#">Spell words ending in -tious</a></li> <li>• <a href="#">Spell words ending in -cial and -tial</a></li> <li>• Add suffixes beginning with vowel letters to words ending in -fer</li> <li>• Spell common words which feature hyphens</li> <li>• Spell words with the prefix tele-</li> <li>• Spell words with the prefix circum-</li> <li>• Spell and use common homophones</li> <li>• <a href="#">Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle,</a></li> </ul>			
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