



Brierley English Medium Term Plan: Year 6

Year 6 Reading Spine				
Narrative	Classics	Drop-and-read	Poems and rhymes	Additional texts
Skellig by David Almond   Room 13 by Robert Swindells One Boy's War by Lynn Huggins-Cooper 	The Borrowers by Mary Norton   A Christmas Carol by Charles Dickens Goodnight Mr Tom by Michelle Magorian 	 Clockwork by Philip Pullman Once by Morris Gleitzman   Holes by Louis Sachar Cout Karlstein by Philip Pullman 	Classic: 'Twas the Night Before Christmas' War poetry (e.g. Wilfred Owen and Siegfried Sassoon)  The Works: Key Stage 2 (Pie Corbett)	 The Story of the First World War for Children The Errand by Leo LaFleur   Star of Fear, Star of Hope by Jo Hoestlandt Kids' Survival Guide by Ben Hubbard   The Greatest Adventurers by Alistair Humphreys Island 'Hide and Don't Seek' by Anica Mrose Rissi 

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Place value unit - Grammarsaurus 2. Non-fiction: non-chronological report 1: based on a topic from last year (The Mayans) 3. Non-fiction: non-chronological report 2: based on a topic from this term (animals) 4. Residential week: Poetry focus performance poetry 5. Narrative: retell of part of a familiar story (based on the drop-and-read text 'Clockwork') second piece linked to 'Count Karlstein'	1. Non-fiction: diary 1: linked to 'One Boy's War' 2. Non-fiction: diary 2: linked to WWI topic (diary of a soldier) 3. Non-fiction: biography 1: informal biography based on Mary Anning 4. Non-fiction: biography 2: formal biography based on Charles Darwin 5. Non-fiction: letters linked to WWII (4 weeks) Additional short write: narrative piece to be based on the animation 'Valiant' linked to WWII Week 12: war poems (e.g. Wilfred Owen and Siegfried Sassoon)	1. Narrative: suspense story based on the animation 'Monster House' 2. Narrative: suspense story focused on use of dialogue to convey characters and move the story along based on 'Monster House' 3. Non-fiction: brochure 1 (for parents) based on the drop-and-read text 'Holes' 4. Non-fiction: brochure 2 (for children) based on the drop-and-read text 'Holes' Move up: Kids' Survival Guide by Ben Hubbard Week 12: poetry focus: The Works Key Stage 2 – Pie Corbett
Reading	<i>Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.</i>		

	<p>Set texts: 'Clockwork' by Philip Pullman Examples of narratives which support Clockwork Examples of non-chronological reports Non-fiction texts linked to the Mayans Non-fiction texts linked to animals and their habitats Poetry: performance poetry</p>	<p>Set texts: 'Once' by Morris Gleitzman 'One Boy's War' by Lynn Huggins Cooper Examples of WWI soldier diaries Examples of formal and informal biographies to compare and contrast Texts linked to evolution and inheritance and Charles Darwin Texts linked to Mary Anning Examples of letters including letters of WWII soldiers Poetry: war poems (e.g. Wilfred Owen and Siegfried Sassoon)</p>	<p>Set texts: Holes by Louis Sachar Monster House (animation) Spooky stories: 'Hide and Don't Seek' by Anica Mrose Rissi Examples of narrative writing which builds up suspense Examples of brochures Kids' Survival Guide by Ben Hubbard Poetry: The Works Key Stage 2 – Pie Corbett (reading spine)</p>
Cross curricular Links	<p>Non-chronological report based on previous history topic (the Mayans) Non-chronological report based on animals (linked to science topic on animals and living things)</p>	<p>Diaries/Letters – link with History topic on WWI and WWII Biographies linked to Science topic on Inheritance and Evolution (Anning and Darwin)</p>	
Written units in detail	<p>Block 1</p> <p>1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) (3 weeks) Focused on children consolidating the basics of sentence structure and punctuation using the Grammarsaurus place value unit.</p> <p>2. Non-fiction: non-chronological report 1 (linked to a topic taught last year – the Mayans) (2 weeks) Children to understand the purpose, features, layout and language of a non-chronological report and compare different examples of non-chronological reports. Children to plan and write one linked to a topic they covered last year. Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report linked to a topic from last year (the Mayans)</p> <p>3. Non-fiction: non-chronological report 2 (linked to a topics taught this term – science - animals) (2 weeks) Children to apply and build on their understanding of non-chronological reports in order to plan and write one linked to a topics from this half term (space). Independent write: children to write a non-chronological report linked to a topic from this half term (space)</p> <p>Residential week (short week) poetry focus Children to focus on performance poetry. No hot task needed from this.</p> <p>4. Narrative: mystery story (linked to the drop-and-read text 'Clockwork') (4 weeks, 2 pieces based on 1 text) Four-week unit to run until the end of week 12. Move on to beginning to apply place value work to narrative writing. Write a short mystery narrative linked to 'Clockwork'. Children to focus on building on their previous work on story language, making links across paragraphs and thinking carefully about their choices of ambitious vocabulary to describe, thinking about the effect on the reader. Independent write: children to write two pieces linked to the same text. Children to write their own short mystery narrative in third person linked to one part of 'Clockwork'. Give children options for which part of the story to focus on for their second piece.</p> <p>SPaG to be covered in block 1</p> <p>Consolidate punctuation from previous years: Correct use of full stops, capital letters, exclamation marks and question marks Commas for lists Apostrophes for singular and plural Fronted adverbials Compound and complex sentences (coordination and subordination) Punctuate speech correctly</p> <p>Use a dictionary to check spellings Use a thesaurus</p>		

Consolidate and become confident in the use of the following from Year 5:

Use expanded noun phrases to convey complicated information concisely
Use relative clauses beginning with who, which, where, when, whose, that
Use hyphens to avoid ambiguity
Use brackets, dashes or commas to indicate parenthesis (indicate which were used)

Note: the following SPaG (which are KPIs) should be referred back to throughout all units of writing:

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)
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)
Use verb tenses consistently and correctly throughout their writing

Block 2

1. Non-fiction: diary of a WWI soldier based on the story 'Once' (2 weeks)

Children to build on their understanding of diary writing from last year and look at and compare different examples of diaries to recap the language, layout, features and purpose of a diary. Children to write a diary as a mill worker, using their knowledge from history work on the Victorians and their experience of the mill during their class trip. Children to adopt an informal tone, writing in the first person.

Independent write: children to write a diary

Greater depth: children could write more than one entry from different times/days

2. Non-fiction: diary of a WWI soldier (linked to WWI history topic) (2 weeks) (leading up to Christmas)

Children to continue to consolidate and build on their understanding of diary writing. Children to use their knowledge of WWI and life as a soldier from their history work.

Greater depth: children could write in response to a specific event/incident e.g. the Christmas truce

3. Non-fiction: informal biography (e.g. linked to the text 'The Greatest Adventurers': informal biography of Mary Anning) (2 weeks)

Children to build on work from year 5 on biographies and be secure in the language, layout, features and purpose of a biography. Children to build up skills of writing with an informal tone (and compare to formal) and in the third person. Practise as a class (through shared/model and then paired writes) writing and up-leveiling sections of a biography about Anning – could also include editing writing to make it more informal.

Independent write: children to write part of an informal biography about Mary Anning

4. Non-fiction: formal biography based on Charles Darwin (science topic) (2 weeks)

Children to continue work from the previous unit and this time practise rewriting given examples with a more formal tone. Children to use their knowledge of Darwin and his work which they will have learned during their science topic on evolution and inheritance.

Independent write: children to write a formal biography about Charles Darwin

Greater depth: include a section written in the present tense which explains how Darwin is remembered today

5. Non-fiction: letters (linked to WWII)

Children to build upon last year's work on letters and familiarise themselves with the language, layout, features and purpose of a letter. Specifically look at and compare letters from WWII soldiers and use knowledge from the history topic on WWII to write letters as soldiers. Children to reflect back on diary writing as a soldier and understand the difference in purpose and how this would affect the way it is written. Children could be given choices in who they write as and at what point of the war.

Independent write: children to write one or more letters as a WWII soldier Additional short piece: narrative based on the animation 'Valiant' linked to WWII

Week 12: poetry focus (1 week)

Children to focus on war poems (e.g. Wilfred Owen and Siegfried Sassoon). No hot task needed for this.

SPaG to be covered in block 2

Link with non-chron writing:

Use modal verbs or adverbs to indicate degrees of possibility

Use a colon to introduce a list

Punctuate bullet points consistently

Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Also:

Use commas to clarify meaning or avoid ambiguity in writing

Use semi-colons, colons or dashes to mark boundaries between independent clauses (indicate which were used)

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Use passive verbs

Note: the following SPaG (which are KPIs) should be referred back to throughout all units of writing:

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)

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)

Use verb tenses consistently and correctly throughout their writing

Block 3

1. Narrative: suspense story 1 based on the animation 'Monster House' (2 weeks)

Hook: watch part of the animation 'Monster House' and story-map this as a class. Children to be secure with the story and characters and be able to retell the story orally. Generate language and vocabulary which describes the different characters and the settings in the story. Focus on building suspense for the reader (children can read and pick apart the model write for this and also read and discuss various spooky stories in reading sessions).

Independent write: children to choose which character they would like to write as and whether to write in the first or third person.

Greater depth: could include a flash back/ flash forward

2. Narrative: suspense story 2 based on the animation 'Monster House' (2 weeks)

Children to continue to develop their narrative skills and being able to build suspense for the reader. This time children can choose a different point of the story to focus on and can choose to change character if they wish. This time children to focus on including dialogue to move action along and convey character. Children to look at examples of how authors have integrated dialogue which conveys character and moves the action along (children can read and pick apart the model write for this and also read and discuss various spooky stories in reading sessions).

Independent write: children to choose which character they would like to write as and whether to write in the first or third person.

Greater depth: could include a flash back/ flash forward

3. Non-fiction: brochure for parents based on the drop-and-read text 'Holes' (2 weeks)

Children to understand the features, layout, language and purpose of a brochure and look at and compare different examples of these. Children will focus on writing one for parents of prospective children for Camp Green Lake (in the book 'Holes') and think carefully about the purpose and audience of the text and what impression they should be creating of the camp (e.g. to persuade).

Independent write: children to write a brochure for Camp Green Lake aimed at parents

3. Non-fiction: brochure for children based on the drop-and-read text 'Holes' (2 weeks)

Children to consolidate and build on their understanding of this text type. This time children will consider the change in audience and purpose when writing a brochure for the children who will be going to Camp Green Lake.

Independent write: children to write a brochure for Camp Green Lake aimed at children

4. Non-fiction: survival guide: how to survive Year 6 (3 weeks)

Use the text 'Kids' Survival Guide' by Ben Hubbard to look at different examples of survival guides and understand the features, layout, language and purpose of them. Children to work in groups/pairs to think of advice and tips they can give to the new Year 6 pupils in order to provide a guide on how to survive Year 6.

Independent write: to create a survival guide for Year 6 (could be done on the computer)

Week 12: poetry focus (1 week)

Focus on the poems from 'The Works Key Stage 2' by Pie Corbett. No hot task is needed for this.

SPaG to be covered in block 3

Consolidate and confidently use all grammar and punctuation taught this year and use in a range of genres.

Note: the following SPaG (which are KPIs) should be referred back to throughout all units of writing:

	<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)</p> <p>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>Use verb tenses consistently and correctly throughout their writing</p>
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