English medium-term plan: Year 6 autumn/ spring/summer

Text (s)	Windrush Child by Benjamin Zephaniaih, Windrush Child by John Agard
Links to wider curriculum	History, PSHE
Reading outcomes	Compare texts
Writing outcomes	Persuasive writing, narratives, poetry

National curriculum objectives:

Reading	Writing-transcription	Writing-composition	Writing-vocabulary, grammar and punctuation
Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet **Comprehension** Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Handwriting Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Develop their understanding of the concepts set out in English appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views			

Prior Knowledge:	Make notes from different sources, discuss texts, annotate texts, diary entries, explanation, and newspapers; use a range of punctuation, use and manipulate sentence structures and length for effect; manipulate language for effect
Misconceptions:	Incorrect use of punctuation, mixed tenses in writing,
Spelling	See scheme
Handwriting	See Letter-join scheme

	Genre	**Adaptive teaching**	**Resources**
Week 1	Read and discuss opening chapters Letter form Leonard	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 2	Read Windrush Child by John Agard Read and discuss chapters Make comparisons between themes in text and poem Write and perform poetry	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 3	Read and discuss chapters Diary or letter from Grandma Emotions graph Monologue	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 4	Read and discuss chapters Role on the wall Rita's letter to Morris	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 5	Read and discuss chapters The Attack	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 6	Read and discuss chapters Leonard's final diary entry/ epilogue	SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Week 7		SEND Scaffolded planning grid, word mat, sentence starters, differentiated texts	Text, images, planning grids, resources adapted for SEN
Evaluation:			