

Year 6 Spoken Language Medium-Term Plan

Key objectives	Possible experiences
Physical - To speak fluently in front of an audience. - To have a stage presence. - Consciously adapt tone, pace and volume of voice within a single situation. Linguistic - To vary sentence structures and length for effect when speaking. - To be comfortable using idiom and expressions. Cognitive - To construct a detailed argument or complex narrative. - To spontaneously respond to increasingly complex questions, citing evidence where appropriate. Social and emotional - To use humour effectively. - To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	- Give a speech to an audience of peers and adults. - Take part in a class debate. - Lead School Council meetings. - Mentor or teach younger students - Lead an assembly. - Act as a tour guide for prospective parents. - Record their own sports commentary. - Present a speech for school elections. - Perform in a school production. - Discuss their learning with others. - Present their methods and findings to the class. - Support each other using oral feedback e.g. peer assessment. - Ask questions to deepen their understanding.



St John
and St Nicolas
Schools Federation

For the good of all
through curiosity,
creativity and love

Year 6 Reading Medium-Term Plan

Suggested Texts				Key Objectives
Class Novel		Holes- Louis Sachar	Harry Potter- J.K. Rowling	Vocabulary: Identifying how language contributes to meaning. Discussing their understanding and exploring the meaning of words in context. Inference: Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence. Prediction: Predicting what might happen from details stated and implied. Explanation: Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Retrieval: Asking questions to improve their understanding of a text. Retrieve, record and present information from non-fiction Summary and comparison: Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas in a paragraph. Identifying and discussing themes in and across a wide range of writing. Distinguish between statements of fact and opinion. Making comparisons within and across books. Structure: Identifying how structure and presentation contribute to meaning. Identifying and discussing conventions in and across a wide range of writing. Impact: Discuss and evaluate how authors use language, including figurative language. Consider the impact language choices have on the reader. Performance and discussion: Recommending books that they have read to their peers, giving reasons for their choices. Learning a wider range of poetry by heart and preparing poems/plays to read and to perform. Showing an understanding through intonation, tone and volume so meaning is clear to audience. Participate in discussions about books that are read to them and those read independently.
Fiction	Mystery of the Missing Painting Fantastic Beasts and where to find them			
Non-fiction	Biographies Non-chronological reports (Science) Newspapers Speeches from Malala and Greta Thunberg	Non-chronological reports Explanations on renewables Discussion texts Formal letters		
Poetry and Plays	Harvest Poems Christmas Carols and poems Variety of song lyrics		Y6 Production Shakespeare	
		World Book Day Events	Writing Week	

Year 6 Writing Autumn Medium-Term Plan

Term 1	Term 2	Composition
Persuasive speeches <i>Tier 2 vocabulary: convince, argue, persuade, justice, voice, audience, challenge, belief, rights, purpose</i> <u>Writing outcome:</u> To write a persuasive speech. <u>Key objectives:</u> - consider the impact of vocabulary choices on the reader - recognise differences between formal and informal vocabulary and phrases - use formal vocabulary effectively in a speech - recognise structures that are appropriate for formal speech and writing, including subjunctive forms - revisit use of commas to mark clauses and fronted adverbials - secure use of basic punctuation from previous years	Myths and Legends <i>Tier 2 vocabulary: saga, forge, prophecy, destined, mortal, eternal, clash, summon, peril, triumph</i> <u>Writing outcome:</u> To write a myth <u>Key objectives:</u> - begin to build tension and atmosphere - use short sentences to build pace and tension - recognise and use multi-clause sentences for variety - revisit cohesive devices to link ideas in and across paragraphs (e.g. conjunctions, adverbials) - secure full use of speech punctuation - use dialogue to convey the character and advance the action	Pre-writing and planning - identify audience and purpose of the writing - adapt their ideas to match the audience and purpose - draw on reading and research where necessary - consider how authors have developed characters, settings and atmosphere Drafting and writing - use a range of grammatical structures for variety and effect - use vocabulary choices to change and enhance meaning in narratives, describing settings, characters in detail and build/tension atmosphere - integrate dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - use a wide range of organisational and presentational devices to structure non-fiction texts - ensure the consistent and correct use of tense throughout a piece of writing Revising and redrafting - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure correct subject and verb agreement singular and plural - distinguishing between the language of speech and writing and choosing the appropriate register Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - perform their own compositions engaging the audience effectively
Mystery stories <i>Tier 2 vocabulary: suspicious, vanished, ominous, concealed, unravel, sinister, speculate, enigmatic, lurked, revelation</i> <u>Writing outcome:</u> To write a detailed, descriptive, tense build-up of a story <u>Key objectives:</u> - describe characters and settings in detail - recognise independent and subordinate clauses - use a range of sentence structures to add variety - secure use of basic punctuation from previous years - create tension and suspense in writing - convey character and move action along through speech	Non-chronological reports <i>Tier 2 vocabulary: characteristics, habitat, behaviour, appearance, territory, evidence, legend, summary, sightings, description</i> <u>Writing outcome:</u> To write a NCR based on a mythical beast. <u>Key objectives:</u> - use different structural features to present information - secure use of brackets, dashes & commas - using a colon to introduce a list - using semi-colons within lists - revisit different tenses (past, present, future, progressive, perfect)	
Grammatical terminology <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, cohesive devices, clause</i>	Transcription Handwriting – based on Pen Pals scheme Spelling – based on Spelling Shed scheme	

Year 6 Writing Spring Medium-Term Plan

Term 1	Term 2	Composition
Stories with flashbacks <u>Tier 2 vocabulary:</u> <i>recollection, reveal, past, moment, glimpse, regret, imagine, emotion, realise, fade</i> <u>Writing outcome:</u> To write a flashback based on a film excerpt (Charlie and chocolate factory) <u>Key objectives:</u> - identify and use a range of sentence structures, including multi-clause sentences, for variety and effect - use different tenses accurately across a piece of extended writing - use passive verbs to affect the presentation of information - use a thesaurus to develop vocabulary choices	Fiction inspired by Harry Potter <u>Tier 2 vocabulary:</u> <i>bewildered, bustling, marvelled, eccentric, enchanted, glimpsed, astonished, spectacular, emerged, bewitched</i> <u>Writing outcome:</u> To write a description of Diagon Alley To retell a chapter of Harry Potter's visit to the Zoo. <u>Key objectives:</u> - To use speech to convey character - To use speech to move the plot along	Pre-writing and planning - identify audience and purpose of the writing - adapt their ideas to match the audience and purpose - draw on reading and research where necessary - consider how authors have developed characters, settings and atmosphere Drafting and writing - use a range of grammatical structures for variety and effect - use vocabulary choices to change and enhance meaning - in narratives, describing settings, characters in detail and build/tension atmosphere - integrate dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - use a wide range of organisational and presentational devices to structure non-fiction texts - ensure the consistent and correct use of tense throughout a piece of writing Revising and redrafting - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure correct subject and verb agreement singular and plural - distinguishing between the language of speech and writing and choosing the appropriate register Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - perform their own compositions engaging the audience effectively
Discussion <u>Tier 2 vocabulary:</u> <i>evaluate, justify, perspective, consequence, oppose, alternative, evidence-based, resolve, fairness, society</i> <u>Writing outcome:</u> To write a balanced argument <u>Key objectives:</u> - recognise differences between formal and informal vocabulary and phrases - recognise structures suitable for formal writing - use hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses - use a dictionary to check spelling and meaning of words	Non-fiction inspired by Harry Potter <u>Tier 2 vocabulary:</u> <i>headline, statement, witness, disclose, investigate, incident, authority, confirm, account, update</i> <u>Writing outcome:</u> To write a newspaper report <u>Key objectives:</u> - adapt writing by using features of non-fiction texts - use organisational features effectively to structure their writing - use cohesive devices to link ideas within paragraphs - use cohesive devices to link ideas across paragraphs - revision of grammatical knowledge and understanding	
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Year 6 Writing Summer Medium-Term Plan

Term 1	Term 2	Composition
Descriptive piece based upon The Selfish Giant <u>Tier 2 vocabulary:</u> enchant, cloak, potion, spellbound, creep, ancient, shadow, disappear, curse, unlock <u>Writing outcome:</u> <i>To write a descriptive piece in 1st person to include the passive voice.</i> <i>To create characters made from the weather using personification.</i> <u>Key objectives:</u> - use a range of sentence structures to create flow, including the passive voice. - choose words to create effects and enhance meaning Written in 1st person - Use figurative language including personification revision of grammatical knowledge and understanding	Play scripts (Shakespeare) <u>Tier 2 vocabulary:</u> aside, monologue, entrance, exit, soliloquy, dramatic, conflict, costume, gesture, intention <u>Writing outcome:</u> <i>To write a playscript inspired by Shakespeare.</i> <u>Key objectives:</u> - recognise and use formal and informal vocabulary - use dialogue to convey character/advance the action - use a range of structural features for playscripts - use vocabulary choices to change/enhance meaning - use a range of sentence structures to create effects continue to secure use of punctuation taught in KS2 Persuasive writing <u>Tier 2 vocabulary:</u> abolish, eliminate, justify, oppose, objection, unnecessary, harmful, absurd, endorse, reject <u>Writing outcome:</u> <i>To write a persuasive piece to banish an item to Room 101.</i> <u>Key objectives:</u> - identify how vocabulary can be used to persuade - explore how vocabulary choices engage an audience use cohesive devices to link ideas within paragraphs - use a range of structural features in non-fiction texts continue to secure use of punctuation taught in KS2	Pre-writing and planning - identify audience and purpose of the writing - adapt their ideas to match the audience and purpose - draw on reading and research where necessary - consider how authors have developed characters, settings and atmosphere Drafting and writing - use a range of grammatical structures for variety and effect - use vocabulary choices to change and enhance meaning - in narratives, describing settings, characters in detail and build/tension atmosphere - integrate dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - use a wide range of organisational and presentational devices to structure non-fiction texts - ensure the consistent and correct use of tense throughout a piece of writing Revising and redrafting - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure correct subject and verb agreement singular and plural - distinguishing between the language of speech and writing and choosing the appropriate register Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - perform their own compositions engaging the audience effectively
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