

Literacy Lesson Medium Term Plan	
Year Group - 6	Year – 2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculum)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>

Handwriting and spelling objectives planned for throughout the year.

Autumn 1 – 6 weeks 4 days			
Genre/Text Type	Texts ( <i>texts for WCR/shared reading can be found on the long term plans</i> )	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Real-life experience House Captain Election speech	Examples from previous years	<b>Writing –</b> <ul style="list-style-type: none"> <li>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</li> <li>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• Proof read for spelling and punctuation errors</li> <li>• Recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul> <p><b>Punctuate bullet points consistently</b></p>	
<p>Fantasy Diary entry in character</p> <ul style="list-style-type: none"> <li>- <i>Informal vocabulary structures</i></li> <li>- <i>Cohesion to link ideas across paragraphs (adverbials, conjunctions, linking sentences to open and close each paragraph)</i></li> <li>- <i>Punctuation (It was then that she made her most important decision: she quit university and established her own company.)</i></li> </ul>	Day of the Dead (Literacy Shed)	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>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</b></li> </ul>	

		<ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• Proof read for spelling and punctuation errors</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p>Real-life experience – Newspaper recount</p> <ul style="list-style-type: none"> <li>- <i>Use a range of layout devices to structure text</i></li> <li>- <i>Use range of sentence types for effect (embedded clauses)</i></li> <li>- <i>Formality and clarity of structure</i></li> <li>- <i>Punctuation (:;-)</i></li> </ul>	Trip to Science Expo	<p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• Proof read for spelling and punctuation errors</li> <li>• Recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	Science – working scientifically

		<ul style="list-style-type: none"> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>• <b>Punctuate bullet points consistently</b></li> </ul>	
<p>Non-fiction</p> <p>Persuasive letter in character</p> <ul style="list-style-type: none"> <li>- <i>Formality of structure (If I were your next house captain, ...)</i></li> <li>- <i>Repetition as cohesive device</i></li> <li>- <i>Paragraphs to build and emphasise points</i></li> <li>- <i>Punctuation (;: bullet points)</i></li> </ul>	<p><a href="http://primaryhomeworkhelp.co.uk">The Discovery of Tutankhamun's tomb for Kids (primaryhomeworkhelp.co.uk)</a></p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• Proof read for spelling and punctuation errors</li> <li>• Recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>• <b>Punctuate bullet points consistently</b></li> </ul>	<p>History – Ancient Egyptians</p>

Autumn 2 – 7 weeks 3 days			
Genre/Text Type	Texts <i>(texts for WCR/shared reading can be found on the long term plans)</i>	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Archaic Text Diary entry in character - <i>Informal vocabulary structures</i> - <i>Cohesion to link ideas across paragraphs (adverbials, conjunctions, linking sentences to open and close each paragraph)</i> - <i>Punctuation (It was then that she made her most important decision: she quit university and established her own company.)</i>	Robinson Crusoe, Daniel Defoe	<b>Reading –</b> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase 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</li> </ul> <b>Writing –</b> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use a thesaurus</li> <li>• <b>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</b></li> <li>• Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Plan their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	

<p>Super-natural Newspaper recount</p> <ul style="list-style-type: none"> <li>- <i>Use a range of layout devices to structure text</i></li> <li>- <i>Use range of sentence types for effect (embedded clauses)</i></li> <li>- <i>Formality and clarity of structure</i></li> </ul> <p>Punctuation (:-)</p>	<p>Titanium music video (Literacy Shed)</p>	<p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use a thesaurus</li> <li>• <b>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</b></li> <li>• Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Draft and write by using further organisational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	<p>Music</p>
<p>Narrative Retelling</p> <ul style="list-style-type: none"> <li>- <i>Genre – legend</i></li> <li>- <i>Role play to explore character, setting and events</i></li> <li>- <i>Use speech to show character</i></li> <li>- <i>Use setting to explore events</i></li> <li>- <i>Paragraphs to vary pace and emphasis</i></li> <li>- <i>Expressive and figurative language</i></li> <li>- <i>Direct speech</i></li> </ul>	<p>The Village That Vanished, Ann Grifalconi</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase 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</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use a thesaurus</li> <li>• <b>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</b></li> </ul>	<p>Geography – Our Changing World PSHE – Relationships &amp; Living in the Wider World</p>

		<ul style="list-style-type: none"> <li>• Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Plan their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	
<b>Spring 1 – 5 weeks</b>			
<b>Genre/Text Type</b>	<b>Texts (texts for WCR/shared reading can be found on the long term plans)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Discussion Text - Connecting adverbs to move between opposing views - Paired arguments vs grouped arguments - Formal vocabulary structures - Modal verbs to indicate degree of clarity - Passive voice - Punctuation to mark boundary between independent clauses (The pressing issue)	The Rabbits, John Marsden, Shaun Tann	<b>Reading –</b> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase 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 tradition</li> <li>• Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</li> <li>• Ask questions to improve their understanding</li> <li>• 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</li> </ul>	PSHE, Living in the Wider World

<p><i>now is: what should happen to ...?)</i></p>		<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p>Narrative Story</p> <ul style="list-style-type: none"> <li>- <i>Genre – myth</i></li> <li>- <i>Role play to explore character, setting and events</i></li> <li>- <i>Use speech to show character</i></li> <li>- <i>Use setting to explore events</i></li> <li>- <i>Paragraphs to vary pace and emphasis</i></li> </ul>	<p>The Adventure of Odysseus, Hugh Lupton, Daniel Morden (WCR link)</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase 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 tradition</li> <li>• Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</li> <li>• Ask questions to improve their understanding</li> </ul>	



<ul style="list-style-type: none"> <li>- <i>Expressive and figurative language</i></li> <li>- <i>Direct speech</i></li> </ul>		<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Predict what might happen from details stated and implied</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p>Real-life experience Information text</p>	<p>Trip to British Museum A guide to daily life in Ancient Greece (Usbourne books)</p>	<p><b>Writing –</b></p>	<p>History – Ancient Greece</p>

<ul style="list-style-type: none"> <li>- Use a range of layout devices to structure text</li> <li>- Use range of sentence types for effect (embedded clauses)</li> <li>- Formality and clarity of structure</li> <li>- Punctuation to mark the boundary between independent clauses (The relationship between these eco-systems is complex: each depends on the survival of the other.)</li> <li>- Passive voice to affect the presentation of information in a sentence</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Draft and write by using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use semi colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	
<b>Spring 2 – 5 weeks 3 days</b>			
<b>Genre/Text Type</b>	<b>Texts (texts for WCR/shared reading can be found on the long term plans)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Narrative Retelling <ul style="list-style-type: none"> <li>- Genre – mystery</li> <li>- Role play to explore character, setting and events</li> <li>- Use speech to show character</li> </ul>	Alma (Literacy Shed)	<b>Reading –</b> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <b>Writing –</b>	

<ul style="list-style-type: none"> <li>- Use setting to explore events</li> <li>- Paragraphs to vary pace and emphasis</li> <li>- Expressive and figurative language</li> <li>- Direct speech</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Draft and write by using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use relative clauses beginning with who, which , where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use colons to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	
<p>Science-fiction Informal persuasive letter in character</p> <ul style="list-style-type: none"> <li>- Informal vocabulary structures</li> </ul>	<p>Pig Heart Boy, Malorie Blackman</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</li> </ul>	<p>Science – Animals Including Humans</p>

<ul style="list-style-type: none"> <li>- <i>Repetition and adverbials as cohesive devices</i></li> <li>- <i>Paragraphs to build and emphasise points</i></li> <li>- <i>Punctuation (:; bullet points)</i></li> </ul>		<p>from our literary heritage, and books from other cultures and tradition</p> <ul style="list-style-type: none"> <li>• Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</li> <li>• Ask questions to improve their understanding</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which , where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use colons to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	
<p>Non-Fiction Information Poster</p> <ul style="list-style-type: none"> <li>- <i>Use a range of layout devices to structure text</i></li> <li>- <i>Use range of sentence types for effect (embedded clauses)</i></li> <li>- <i>Formality and clarity of structure</i></li> <li>- <i>Punctuation (:;-)</i></li> <li>- <i>Passive voice to affect the presentation of information in a sentence</i></li> </ul>	<p>Healthy Lifestyle Unit on Twinkl NHS website Children's own research</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding</li> <li>• 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</li> <li>• 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</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>Science – Animals Including Humans PSHE – Health and Wellbeing</p>

		<ul style="list-style-type: none"> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which , where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use the perfect forms of verbs to mark relationships of time and clause</li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>• <b>Use colons to introduce a list</b></li> <li>• <b>Punctuate bullet points consistently</b></li> </ul>	
<b>Summer 1 – 6 weeks</b>			
<b>Genre/Text Type</b>	<b>Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Narrative Retelling - Genre – mystery/adventure/fairytale	Chaperon Rouge (Literacy Shed)	<b>Reading –</b> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> </ul>	

<ul style="list-style-type: none"> <li>- <i>Role play to explore character, setting and events</i></li> <li>- <i>Use speech to show character</i></li> <li>- <i>Use setting to explore events</i></li> <li>- <i>Paragraphs to vary pace and emphasis</i></li> <li>- <i>Expressive and figurative language</i></li> <li>- <i>Direct speech</i></li> </ul>		<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p><b>Narrative Retelling</b></p> <ul style="list-style-type: none"> <li>- <i>Genre – mystery/adventure/fairy tale</i></li> <li>- <i>Role play to explore character, setting and events</i></li> <li>- <i>Use speech to show character</i></li> </ul>	<p>Aladdin (adapted version)</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing –</b></p>	

<ul style="list-style-type: none"> <li>- <i>Use setting to explore events</i></li> <li>- <i>Paragraphs to vary pace and emphasis</i></li> <li>- <i>Expressive and figurative language</i></li> <li>- <i>Direct speech</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p>Poetry Creative Poetry</p> <ul style="list-style-type: none"> <li>- <i>Related words (synonyms and antonyms)</i></li> <li>- <i>Breaking sentence rules and impact on the reader</i></li> <li>- <i>Organisation structures to present information</i></li> <li>- <i>Punctuation and impact on clarity</i></li> </ul>	<p>Happy Here, introduction by Sharna Jackson</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> </ul>	<p>Art</p>



		<ul style="list-style-type: none"> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<b>Summer 2 – 7 weeks 3 days</b>			
<b>Genre/Text Type</b>	<b>Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Narrative Retelling <ul style="list-style-type: none"> <li>- <i>Genre – modern fable</i></li> <li>- <i>Role play to explore character, setting and events</i></li> <li>- <i>Use speech to show character</i></li> <li>- <i>Use setting to explore events</i></li> <li>- <i>Paragraphs to vary pace and emphasis</i></li> </ul>	The Present (Literacy Shed)	<b>Reading –</b> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <b>Writing –</b> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	

<ul style="list-style-type: none"> <li>- <i>Expressive and figurative language</i></li> <li>- <i>Direct speech</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
<p>Poetry Creative Poetry</p> <ul style="list-style-type: none"> <li>- <i>Related words (synonyms and antonyms)</i></li> <li>- <i>Breaking sentence rules and impact on the reader</i></li> <li>- <i>Organisation structures to present information</i></li> <li>- <i>Punctuation and impact on clarity</i></li> </ul>	<p>My Name is Mina, David Almond (WCR link – Skellig)</p>	<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how (authors) use language, including figurative language, considering the impact on the reader</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> <li>• <b>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</b></li> </ul>	<p>Art</p>

		<ul style="list-style-type: none"> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• <b>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>Evaluate and edit by ensuring the consistent use of tense throughout a piece of writing</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>Use hyphens to avoid ambiguity</b></li> <li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul>	
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