

MEDIUM TERM PLANNING Autumn 1 (7 weeks)
Marsh Green Primary School



Year 6	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Lost Buildings	Make a Difference Week	Reading: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give particular attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • 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 • provide reasoned justifications for their views • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • use role-play to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: – a factual incident report: understanding form, audience and purpose, adopting a clear, balanced tone for factual writing – a newspaper article for the purpose of reassuring an audience: adopting a clear, balanced tone for factual writing, using different techniques to draw conclusions: summarizing next steps, using the present continuous tense for effect – a formal letter to engage and persuade: distinguishing between the language of speech and writing and choosing the appropriate register using more sophisticated persuasive features: countering objections with answers, flattery • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • use the following terminology correctly: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points • continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading • use a colon to introduce a list punctuating bullet points accurately and consistently distinguishing between defining and non-defining relative clauses • use correlative conjunctions: either... or; not only... but also; both... and understanding the difference between the active and passive voice • use the passive voice to affect the presentation of information • use commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials) • structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • extend use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • 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 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using a wide range of adverbials of time (eventually, at that moment, after a while); place (inside, near, around the city) and cause (however, therefore)					

		• identifying and using relative clauses starting with who, which, where, when, whose, that or omitting the relative pronoun • identifying relevant information to include and surplus information to discard • understanding the structure and typical language used in newspapers (headline, by-line, standfirst) • using varied sentence structures, including sentences with adverbials and fronted adverbials, subordinate clauses and single-clause sentences (simple sentences) for effect • using personal and possessive pronouns to link within and between sentences and avoid repetition (noun-pronoun agreement) • using comparatives, superlatives, personal pronouns, repetition and dare-to-disagree statements to persuade • ensuring subject-verb agreement with correct verb tenses
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