



MEDIUM TERM PLANNING Spring 1 (5 weeks and 2 days)

Marsh Green Primary School

Year 6	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Goldilocks: Wrongly Accused?	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 (using posh voice including the subjunctive) to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: – a formal evidence-based report: understanding form, purpose and audience and writing a concluding opinion – a sensational front-page story for The Grimm Gazette: understanding form, purpose and audience, using different techniques to draw conclusions, comments from witnesses – a narrative of a reimagined traditional fairy tale - Goldilocks and the Three Bears: using structural devices such as end tags and informal vocabulary for effect, in the appropriate context, adapting an existing piece of writing for a different audience • planning, drafting, evaluating and editing writing • proof-read for spelling and punctuation errors • use of formal language, including subjunctive forms (e.g. 'If I were', 'Were they to come') • use of adverbs (perhaps, surely, certainly, definitely, probably) • use of modal verbs (can, might, should, will, must) to indicate degrees of possibility • use formal language, including subjunctive forms (e.g. 'If I were', 'Were they to come') • use adverbials (including fronted adverbials) to structure writing and provide cohesion (however, furthermore, nevertheless, in contrast) • 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 dialogue and description to develop characters, add humour and move action forward • using different techniques to draw conclusions: giving an opinion • using inference to develop understanding • understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing • ensuring subject/verb agreement and correct verb tenses					

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| | <ul style="list-style-type: none">• using brackets, dashes and commas for parenthesis• using a wide range of adverbials of time (eventually, at that moment, after a while) place (inside, near, outside) and cause (however, consequently, therefore)• understanding the difference between the active and passive voice and using the passive voice to affect the presentation of information |
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