

MEDIUM TERM PLANNING Spring 2 (6 weeks)
Marsh Green Primary School



Year 6	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Deserted City	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: – the first, second, third and final chapters of an adventure story, including at least one flashback and ending on a cliff-hanger • planning, drafting, evaluating and editing writing • proof-read for spelling and punctuation errors • use an extended range of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • move action forward using punctuation accurately to show clauses and vary paces, using structural devices such as question tags ('He's your friend, isn't he?', 'You don't believe me, do you?') for effect in informal speech/language • 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: • understanding form, purpose and audience • using more sophisticated narrative devices: flashbacks, future-gazing and cliff-hangers • using dialogue and description to develop characters • exploring more sophisticated narrative devices: using repetition of key words, ideas or themes to structure writing. • providing cohesion, using intonation and expression to engage the listener and add interest • following a narrative writing process – planning, developing, drafting, revising, editing and polishing • precisising longer passages of text accurately • using more sophisticated persuasive features: testimonials (i.e. direct quotations)					