



Elmore Green Primary School
Literacy Medium Term Plan
2015-2016

| Year 6 | | AUTUMN | | | | | |
|----------------------------------|--|-------------------------------------|--|--|--|---|---|
| Planning, Evaluating and Editing | | Grammar, Vocabulary and Punctuation | | | | | |
| Objectives | <ul style="list-style-type: none"> Plan for audience and purpose Use model texts to support ideas, vocabulary and grammatical structures Precis longer passages Assess the effectiveness of their own writing and that of others Suggest and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effect | Word Structure | Sentence Structure | Text Structure | Punctuation | | |
| | | | <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover, ask for - request, go in - enter</i>) Consistently and effectively use appropriate nouns and pronouns for clarity and cohesion (avoiding repetition) Be specific in their word choices to create the desired effect (eg. The man got into the car....Simon jumped quickly into his red BMW) | <ul style="list-style-type: none"> The use of relative clause beginning with who, which, where, when, whose, with a relative (or an implied relative pronoun) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech) To construct a variety of effective similes and metaphors Use the perfect form of verbs to mark relationships of time and cause - she has downloaded... | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: In narratives describe settings character and atmosphere and integrate dialogue to convey character and advance action for example verb and adverb choice or fronted adverbials to quickly draw the reader into the setting Use a range of tenses accurately | <ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech - particularly where the speaker is identified between two sections of dialogue Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up.</i>) | |
| Conjunctions | Review Year 5 Except, despite, in comparison to, instead of Consequently Nevertheless Whereas If necessary According to | Terminology | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | Range of Genre | <ul style="list-style-type: none"> Recount (diary showing empathy) Letters (personal feelings) Narrative (historical, fantasy, stories with flashbacks) Biography Descriptive Poetry Journalistic Recounts Playcripts | Identified Texts | <ul style="list-style-type: none"> Goodnight Mr Tom Friend or Foe The Lion, the Witch and the Wardrobe |



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| Year 6 | | SPRING | | | | | |
|---------------------|--|--|--|--|---|-------------------------|--|
| | Planning, Evaluating and Editing | Grammar, Vocabulary and Punctuation | | | | | |
| | | Word Structure | Sentence Structure | Text Structure | Punctuation | | |
| Objectives | <ul style="list-style-type: none"> Plan for audience and purpose Use model texts to support ideas, vocabulary and grammatical structures Precis longer passages Assess the effectiveness of their own writing and that of others Suggest and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effect | <ul style="list-style-type: none"> Select appropriate vocabulary - eg rich vocabulary for description To recognise and begin to choose vocabulary and structures that are appropriate for formal writing, including subjunctive forms (used to express a hypothetical situation e.g. if I were.....) | <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>) To use expanded noun phrases to convey complicated information concisely (e.g. <i>the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings</i>) To correctly use first, second and third person Use a pattern of three for description and effectively expand each part into a full phrase | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis Layout devices, (for e.g. headings, sub-headings, columns, bullets, or tables, to structure text) | <ul style="list-style-type: none"> Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>) Punctuation of bullet points to list information | | |
| Conjunctions | Review Year 5 Except, despite, in comparison to, instead of Consequently Nevertheless Whereas If necessary According to | Vocabulary | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | Range of Genres | <ul style="list-style-type: none"> Non-chronological reports Narrative (adventure) Explorers log (recount - diary) Explanation Discussion | Identified Texts | <ul style="list-style-type: none"> Journey to the River Sea |

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| Year 6 | | SUMMER | | | | |
|--------------|--|--|--|--|---|------------------|
| | Planning, Evaluating and Editing | Grammar, Vocabulary and Punctuation | | | | |
| | | Word Structure | Sentence Structure | Text Structure | Punctuation | |
| Objectives | <ul style="list-style-type: none"> Plan for audience and purpose Use model texts to support ideas, vocabulary and grammatical structures Precis longer passages Assess the effectiveness of their own writing and that of others Suggest and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effect | <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover, ask for - request, go in - enter</i>) Be specific in their word choices to create the desired effect To clarify the difference between subordinating (those which ceate a subordinating clause eg. Because) and coordinating conjunctions (those that link two clause allowing them both equal status) | <ul style="list-style-type: none"> The use of relative clause beginning with who, which, where, when, whose, with a relative (or an implied relative pronoun) Further increase their range of adverbials including fronted adverbials To use modal verbs or adverbs to indicate degrees of possibility Use the perfect form of verbs to mark relationships of time and cause - she has downloaded... | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis Layout devices, (for e.g. headings, sub-headings, columns, bullets, or tables, to structure text) | <ul style="list-style-type: none"> The use of ellipsis The use of the full stop for abbreviation Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up.</i>) | |
| Conjunctions | Review Year 5 Except, despite, in comparison to, instead of Consequently Nevertheless Whereas If necessary According to | Vocabulary | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | Range of Genres | <ul style="list-style-type: none"> Discussion texts Narrative - (mystery, adventure) Playscripts Letters - to persuade | Identified Texts |