



# English MTP Year 6

Year 6	Autumn 1 Topic: Seven Seas (Pirates, Survival, Titanic)	Autumn 2 Topic: Seven Seas (Economic Activity)	Spring 1 Topic: One World (World War Two)	Spring 2 Topic: One World (Nevada - tourism/natural resources)	Summer 1 Topic: Great Minds (Earthquakes)	Summer 2 Topic: Great Minds (Early Islamic Civilisation)
Reading Texts	Boy with the Butterfly Mind - novel (6 weeks) <b>Class Reader:</b> Kensuke's Kingdom	Wondergarden - novel (4 weeks) Blue Planet II - non-fiction (2 weeks) Overheard in the Tower Block - poetry (1 week) The Enchanted Christmas Tree - poetry and fiction (1 week) <b>Class Reader:</b> Cogheart	The Boy in the Striped Pyjamas - novel (6 weeks) <b>Class Reader:</b> Goodnight Mister Tom	Reading technique - SATs prep <b>Class Reader:</b> Goodnight Mister Tom	Reading technique - SATs prep <b>Class Reader:</b> Crater Lake <b>Romeo and Juliet - playscript</b> (3 weeks link to Shakespeare)	Crater Lake (novel) - (6 weeks)
Writing Text Drivers	Survivor  Poetry Day	World's Worst Parents: Revolting Rhymes  Blue Planet II and David Attenborough scripts	Rose Blanche  Little Ships	The Boy in the Striped Pyjamas Whole School Text: Arrival (2 weeks) Russian Dolls I Am Every Good Thing Courage	Macbeth (3 weeks) <b>Romeo and Juliet (2 weeks)</b>	Harvey Milk (3 weeks)  <b>Crater Lake (3 weeks)</b>
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	*How to train a dragon - film clip *Titanic film clips *Sully - film clip *Unbroken- film clip *YouTube monologue clips.	*David Attenborough scripts and clips *Chessington trip to explore *Blue Planet II	*WW2 workshops/military museum *Dolce et Decorum Est (stimulus) *WW2 speeches *WW2 newspaper extracts *The Darkest Hour film extract *In Flanders Fields *Churchill Speech *Sophia Scholl quotes	*Inside out film clips *Variety of song lyrics *Graduation speeches	*Shakespeare workshop Clips from Macbeth *Shakespearean language *Children's version/story book of Macbeth *Recipe example	*Pride flag colours and representations *Non-fiction text for background information
Purpose-Audience-Form	<b>Survivor:</b> *To describe - year 6 readers - description of ship embarking *To instruct/explain - general public - explanatory safety leaflet *To inform, describe, entertain - sceptics - non-chronological report on dragons *To express emotion - ourselves as a captain - monologue	<b>David Attenborough scripts:</b> *To inform - BBC audience - non-fiction voice over *To persuade - the general public - persuasive whale piece <b>World's Worst Parents:</b> *To recount - British Public - Tweet *To instruct- Adult cooks - Recipe	<b>Little Ships</b> *To persuade - fishermen-speech as Admiral of the Fleet *To recount - boat (or other unique perspective) at the scene of Dunkirk <b>Rose Blanche</b> * To write an emotive monologue <b>The Boy in the Striped Pyjamas</b> *To entertain - narrative inc. dialogue	<b>Whole School Text- Found:</b> *To express love and sadness - poem <b>I Am Every Good Thing</b> *To motivate - speech for year 6 <b>Rachel Rooney -Russian Dolls</b> *To write poetically - poem use	<b>Macbeth</b> *Letter of resignation as a dagger *Unique perspective - witches description *To instruct - how to turn enemy into a frog/beast <b>Romeo and Juliet</b>	<b>Harvey Milk</b> *To entertain - year 6 - dialogue/short narrative * To inform - acrostic poem <b>Crater Lake</b> To entertain/ scare my audience!



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Grammar opportunities	Word class (revision) Sentence types and structures Modal verbs Colons Cohesive devices Commas Clauses and phrases Use of correct tense Paragraphing Noun phrases Speech (direct)	Author's voice Colons Superlatives Comparatives Similes Noun phrases <b>Synonyms</b> Sentence structures (embedded clauses) Passive voice Semi-colons <b>Dashes</b> Formal/ <b>informal tone</b> <b>Brackets</b> <b>Speech (direct)</b> Tense shifts	Progressive tenses Subjunctive form Formal/ informal tone Author's style Colons and semi-colons Dashes Brackets Hyphens Cohesive devices Range of sentence structures (for an intended effect) Active and passive voice Speech (direct and reported) Tense shifts	AfL to lead to updating this to meet the children at the level and area of need where they sit.
<b>KPIs covered</b>				
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Identifies the audience for, and purpose of the writing</li> <li>Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning</li> <li>In narratives can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensures the consistent and correct use of tense throughout a piece of writing</li> <li>Proof-reads for spelling and punctuation</li> <li>Links ideas across paragraphs using a wider range of cohesive devices: repetition of words or phrases, use of adverbials, and ellipsis*</li> <li>Writes legibly, fluently and with increasing speed*</li> </ul>			
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Uses the passive voice to affect the presentation of information in a sentence</li> <li>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>Uses semi-colons, colons and dashes (hyphens can be used to avoid ambiguity)</li> <li>Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically</li> </ul>			
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Can write increasingly longer passages</li> <li>Uses expanded noun phrases to convey complicated information concisely</li> <li>Uses dictionaries and thesauruses to check the spelling and meaning of words</li> </ul>			