

Year 6 Literacy Medium Term Plan

	Term 1	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Non-fiction explanation</p>	<ul style="list-style-type: none"> • Read the opening chapters of Tommy Ellis goes to sea. Retrieve all references to the ship and crew. • What clues are given that give an age to the text? • Break into teams to find a definition/description of the roles/function of those parts of a ship. Create a class glossary of terms. • Draw and label ships. Possible still life drawing from an actual visit. • Invite in a visitor who has worked on ships/ Gain their first- hand accounts of the roles. • Create a hierarchy of shipping positions/jobs. • Research the shipping industry and its importance to Hull. • Flash write a class non-chron. Bring together as one whole piece to fill gaps in knowledge. Create a mini-museum for people to visit? Staff the museum with the children as curators and hand out tickets to other classes/parents to visit. • Become experts. Create flash cards of the function of a part of the ship. To match to labels or let them create a quiz to test each other's knowledge. • Look at WAGOLL persuasive texts and create a class success criterion. • Use avatars to give tourists a guided tour of the Arctic Corsair in Hull. 	<ul style="list-style-type: none"> • An explanation video on the parts and functions of a ship and its crew 	<ul style="list-style-type: none"> • I have secured the grammar aspects from year 4 & 5 (brackets, dashes, commas, colons, hyphens, apostrophes) • I can identify the features and function of an explanation text. • I can use non-fiction texts/sources to research and retrieve information. • I can use a varied range of sentence structures to record my information. • I am aware of my audience and the purpose of an explanation text. • I use verb tenses consistently and correctly. • I use a wide range of rich vocabulary connected to the topic theme. • I can use hyphens, semi-colons and longer lists to organise information. • I can use relative clauses to add detail and describe. • I can use a draft, edit, revise format to build my skills over a unit.

Narrative 1

Description and action

- What do they notice about where the story begins? Purpose of giving the reader a snapshot.
 - Look at other examples of flashbacks/time hops.
 - Play around with flashbacks/time hops. Give them an opening sentence that they can link to anything they choose. I felt myself drifting off to sleep and then... The room around me started to disappear...
 - Create exciting blurbs to capture the reader.
 - Extract examples of where objects/weathers are given human qualities.
 - Use these examples and give images. Can they see or imagine any human qualities for them?
 - Match feelings to weather images. To explain why they chose them.
 - Look at emotive images of tidal waves, vortex or rough seas. Create word walls for what they may see, hear, feel, smell, taste. Include your own ambitious word choices for them to magpie.
 - Use the word choices and join together in strings to make more powerful descriptions. Icy, cold vortex.
 - Use dream scenes to make short descriptive paragraphs.
- Description and action event mirrored from the text
- I have secured the grammar aspects from year 4 & 5 (brackets, dashes, commas, colons, hyphens, apostrophes)
 - I can identify the purpose and audience for narrative descriptions.
 - I can understand some of the stylistic features of description (power of 3, pathetic fallacy, personification) and use them in my work.
 - I can use paragraphs to organise my work and use cohesive devices to link paragraphs.
 - I can use adverbials of time, place or manner.
 - I can use a varied range of rich vocabulary from models
 - I can use clauses to add detail and description. I can use a draft, edit, revise format to build my skills over a unit.

Non-fiction 2 Diary/newspaper report

- Research the Triple Trawler Tragedy
- Split into 3 teams and create PP presentations on the main events of each.
- Watch Newsround clips for a breaking news story.
- Interview families in a press conference.
- Look at newspaper reports and collect headings. Look at alliterative strings to create their own.
- Discuss the features they can see and create a class success criterion/steps to success for each stage of the writing process.
- Collect powerful word choices from articles presenting disastrous events.
- Flash write a captain's log for the days they were missing.
- Flash write letters home to leave behind for loved ones.
- Use scenes from arctic/Antarctic to gathering extreme weather/landscape word choices.
- Gather information on the safety change implemented by the disasters. Create now and then shipping comparisons.

- Captain's log recounted over a period of time **OR** a newspaper report on the triple trawler disaster

- I have secured the grammar aspects from year 4 & 5 (brackets, dashes, commas, colons, hyphens, apostrophes)
- I can identify the features of a newspaper report.
- I can use non-fiction texts/sources to research and retrieve information.
- I am beginning to make selective language choices that show an awareness of the content and audience.
- I can create atmosphere and impact through my language choices.
- I can select how information is presented to suit the features of a newspaper report.
- I use a range of devices to build cohesion across a piece.
- I can use verb tenses consistently and correctly.
- I spell some words from the year 5/6 spelling list correctly and independently.

Poetry

- Look at Larkin as a poet and his works.
- Focus on 'Afternoons' as a WAGOLL text to innovate from.
- Take a local area walk and jot down what they see.
- Create Larkin frogs as a backing to display poetry.
- Choose a selection of his other poems to enjoy with the class. Read aloud.
- Draw mental images of what they see when they hear the poem. Compare and discuss.
- Let children select their own favourites and discuss why they chose them.
- Explore new and interesting words and/or phrases.
- Group poems by similar features.
- Link to dialogue work in last unit where appropriate.
- Select a class poem to focus on.
- Learn to recite a piece with expression.
- Peer assess against a simple criterion.
- Model WAGOLL-poetry reading.
- Create their own poem, based on a model. This may be at an innovating stage or invent if they feel confident enough.
- Use poetry for comprehension work in GR.

- A poem about Hull based on Larkin's 'Afternoon'

- Read and discuss a wide range of poetry.
- Identify and discuss themes and conventions across a wide range of poems.
- Learn to recite a poem by heart.
- Prepare a poem to be read aloud, showing understanding through intonation, tone and volume.
- Ask questions to improve their understanding.
- Draw inferences about feelings, thoughts and motivations.
- Summarise ideas drawn across paragraphs.
- Discuss and evaluate how language, structure and presentation contribute to meaning.
- Distinguish between statement, fact and opinion.
- Discuss and evaluate the impact of language on the reader.
- Give increasingly well-structured descriptions and explanations.
- Maintain attention during and participate in collaborative discussions.
- Speak audibly and fluently.
- Gain, monitor and maintain the interest of the listener.
- Participate in a poetry performance.

The expectations for quality writing should be maintained during this unit.