

Year 6 Literacy Medium Term Plan (Hidden Figures)

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Narrative Character description</p>	<ul style="list-style-type: none"> • Look at the opening of the book and make predictions and inferences on what the book will be about. • As you read the opening, let them jot down their thoughts, questions, feelings and links. Discuss. • Let them highlight any language features that stand out. Discuss. • Create basic fact files for the 4 main characters of the book. • Read through 'A door opens' chapter • Look at the opening of the movie and the characters. Do they match their descriptions? Explain why. • Create individual descriptive sentences for each of the characters. • Collect exemplars of effective descriptions. Create a class success criterion. What do they all share? • Using emotive images, practise making long and short sentences and repeated word choices to describe what the character may be experiencing. • Word play- with given sentences, let them cut and arrange them into a different formation for impact. Share good examples. • Teach the grammar opportunities from the opening to compliment the unit. i.e. modal verbs. 	<ul style="list-style-type: none"> • A character description of one of the main characters from the book. 	<ul style="list-style-type: none"> • Grammar and punctuation from years 1-5 is secure. • Audience and purpose for writing is clearly considered through selecting appropriate form. • Describes settings, characters and atmosphere. • Integrates dialogue to convey character and advance action. • Uses a wide range of devices to build cohesion within and across paragraphs. • Uses a model text to inform the structure of their piece. • Vocabulary is extensive and shows depth of reading. • Verb tenses are used consistently and correctly. • Uses the range of punctuation in KS2 mostly correctly. • Writing is joined and well-presented. • Writing is developed through drafting with editing clearly seen throughout. • Pupils can assess the effectiveness of theirs and others' writing against a set criterion. • There is subject verb agreement. • Consistent and correct use of tense throughout the piece. • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Dictionaries are used to correct spellings and a thesaurus used to extend their word knowledge. • The piece is cohesive.

Non-fiction Biography

- Conduct class research on post-it notes (early life, career, relationships, achievements, legacy etc). The class may be split into research groups. Use chapter 3 for research on Dorothy to begin.
- Create a timeline of events. Split the timeline to create paragraphs
- Look at biography extracts, guess which famous people they are linked to
- Identify the features that repeat in a range of biographies. Create a class list.
- Look at the difference between a biography and an autobiography
- Learn about passive and active voice. Identify which one should be used in a biography
- Look at introductory paragraphs from a range of biographies, innovate around one of the four women.
- Give mini presentations.
- Identify the transitional phrases used to link information. Collect a list to magpie.
- Signify a WAGOLL biography (use the chapters from the book for the WAGOLL)
- Play a game around fact and opinion sorting.

- A biography on one of the 4 women who worked for NASA.

- The piece shows awareness of the reader and uses the appropriate structures and features needed for a biography.
- Modal verbs are used to describe degrees of possibility where appropriate.
- The piece is cohesive, demonstrating:
 - Effective links between paragraphs
 - Varied and consistent pronouns
 - Synonyms to vary description
 - Adverbials of time, place and manner used accurately and effectively
 - A wide range of conjunctions and clauses to produce complex sentences.
- The piece uses correct tense throughout
- Vocabulary and grammatical structures reflect that of a quality biographical piece. Some taken from example and some developed independently based on their building knowledge.
- Punctuation is used accurately and effectively to record the information for the reader in a simple and cohesive way.
- Handwriting is joined and legible
- The year 5/6 spellings are accurate.

Choose a book (invent)

Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term.

