



Sefton Park Schools English Medium Term Planner



Year 6 Term 3		
Curious	Creative	Confident

Topic Enquiry Question	Relationships Education	Equality and Diversity
How has the UK compared to China, over time?	<p>Reach For The Stars</p> <p>★ What metacognitive skills could be developed?</p>	<p>★ How are the children seeing themselves represented in the core texts, poems and stimuli?</p> <p>★ How are authentic opportunities for exploration being incorporated?</p>
Cross Curricular Showcase		
Writing an advert and accompanying menu for our Chinese Restaurant.		

Core Text, Poem or Stimulus	Genre of Showcase	Composition
Chinese Cinderella	Narrative	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action



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	Formal Letter	<p>* using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, * distinguishing between the language of speech and writing and choosing the appropriate register. <p>Proof-read for spelling and punctuation errors.</p>
	Diary	

Spelling	Punctuation	Grammar	Terminology
<p>Rules Endings which sound like /jəs/ spelt –cious or –tious Endings which sound like /jəl/</p> <p>Statutory Spellings Aggressive, appreciate, bruise, competition, controversy, criticise, environment, identity, profession, vegetable.</p>	<ul style="list-style-type: none"> * Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] * Use of the colon to introduce a list and use of semi-colons within lists * How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<ul style="list-style-type: none"> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, 	<ul style="list-style-type: none"> * subject, object * ellipsis, hyphen, colon, semi-colon



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		<p>isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p>	
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