



**English medium term planning
2024- 2025 AT1
Year 6**

AT1	Reading 8 weeks	Writing 8 weeks
<p>Silver Sword by Ian Serraillier</p> <p>Hidden Figures by Margot Lee Shetterly</p>	<div data-bbox="495 264 730 632" data-label="Image"> </div> <div data-bbox="804 272 1072 600" data-label="Image"> </div> <p>As well as these texts, please use a range of other texts to support reading comprehension and other curriculum areas.</p> <p><u>Reading comprehension (statutory requirements):</u> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes 	<div data-bbox="1518 260 1756 627" data-label="Image"> </div> <p><u>Outcome: Series of diary entries (5 weeks)</u></p> <p>Silver Sword by Ian Serraillier</p> <p><i>Set in WW2, having lost their parents in the chaos of war, Ruth, Edek and Bronia are left alone to fend for themselves and hide from the Nazis amid the rubble and ruins of their city. They meet a ragged orphan boy, Jan, who treasures a paperknife - a silver sword - which was entrusted to him by an escaped prisoner of war.</i></p> <div data-bbox="1456 1050 1724 1377" data-label="Image"> </div>

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives

Outcome: Memoir (3 weeks)

Hidden Figures by Margot Lee Shetterly- **Literacy Tree (year 5)**

Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden were good at math...really good. They participated in some of NASA's greatest successes, like providing the calculations for America's first journeys into space. And they did so during a time when being black and a woman limited what they could do. But they worked hard. They persisted. And they used their genius minds to change the world.

End of year outcomes (taken from Islington's Writing Moderation document):

The pupil can:

Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the Spelling objective for that week is linked to the Spelling homework.

Working towards age related expectations

from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

•Write for a range of purposes

•Use paragraphs to organise ideas

•In narratives, describe settings and characters

•In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

•Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

•Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

•Write legibly

Working at expected standard

•Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

•In narratives, describe settings, characters and atmosphere

•Integrate dialogue in narratives to convey character and advance the action

•Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in

Provide reasoned justifications for their views.

dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register

		<ul style="list-style-type: none"> •Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this •Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
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Year 5/6 spelling words: Accommodate; Accompany; According; Achieve; Aggressive; Amateur; Ancient; Apparent; Appreciate; Attached; Available; Average; Awkward; Bargain; Bruise; Category; Cemetery; Committee; Communicate; Community; Competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (–ped, –ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier; stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht;