

Walton on the Hill Primary School  
**Medium Term Plan – English**



Year 6		Class Teacher (s):	LL	Unit Title:	Alma, Armistice Runner, World War One	
Term	Writing Objectives (Disciplinary Knowledge)			SPAG Objectives (Substantive Knowledge)		Topic Links & Cross Curricular opportunities
	<ul style="list-style-type: none"> <li>I can use modelling, examples or familiar texts to help me write pieces appropriate to the task.</li> <li>I can sequence paragraphs logically.</li> <li>I can link ideas across paragraphs using cohesive devices.</li> <li>I can draft and write narratives based on books/films I have seen, choosing appropriate vocabulary.</li> <li>I can plan my writing by identifying the audience and purpose.</li> <li>I can consistently write in past tense or present tense.</li> <li>I can understand the difference between formal and informal language.</li> <li>I can use a variety of sentence openers – I.S.P.A.C.E</li> <li>I can use layout devices such as headings, subheadings, columns, bullet points or tables to structure text.</li> <li>I can proof-read my work and identify some of my errors eg. spelling, punctuation &amp; grammar.</li> <li>I can improve work by redrafting identified sections and responding to marking comments.</li> <li>I can use the steps to success to assess my own (and others’) work and suggest improvements.</li> </ul>			<ul style="list-style-type: none"> <li>I can use expanded noun phrases to convey detailed information.</li> <li>I can use direct speech to convey character and advance the action</li> <li>I can link ideas within and between paragraphs using prepositions.</li> <li>I can use commas to clarify meaning.</li> <li>I can use front adverbials and punctuate them correctly.</li> <li>I can use dashes and ellipsis for pause.</li> <li>I can use semi-colons to join two related independent clauses.</li> <li>I can use apostrophes for possession.</li> <li>I can use commas, dashes and brackets to indicate parenthesis.</li> <li>I can spell all of the Year 3/4 words and some of the Year 5/6 words.</li> <li>I can use topic-related vocabulary.</li> </ul>		<p>History – World War One</p> <p>Art – perspective – Poppy fields</p> <p>Science – light - periscopes</p>
Writing task	Key Objectives		Stimulus (text, visual literacy etc)	Outcomes/genres	Key Vocabulary	
1	Fronted adverbials Dashes, semi-colons and ellipsis iSPACE sentence starters Apostrophes for possession		Short film – Alma (Literacy Shed) Model text – Anna and the doll shop	Narrative recount	Apostrophes, expanded noun phrases, semi-colons, dashes, ellipsis, fronted adverbials	

2	<p>Topic-rich vocabulary</p> <p>Identify audience and purpose of writing</p> <p>Accurately punctuated sentences</p> <p>First person</p>	<p>ITV News – The Letters of WW1</p> <p>Real model letters of the time</p> <p>Model letter (teacher-made)</p>	Letter	<p>Context, vocabulary, emotive, censored, punctuated, independent clause, subordinate clause, parenthesis</p>
3	<p>Topic-rich vocabulary</p> <p>Authentic characters based on knowledge</p> <p>Bullet points for planning/notes</p>	<p>Sainsbury's Christmas Truce advert</p> <p>Image of three WW1 soldiers</p>	Character profiles & story plan	<p>Characterisation, profiles, bullet points, story arc, detail, perspectives</p>
4	<p>Direct speech</p> <p>Reporting clauses</p> <p>Reported speech</p> <p>Cohesion within and between paragraphs</p>	<p>Sainsbury's Christmas Truce advert</p> <p>Model text – In The Trenches</p> <p>BBC Bitesize – Direct speech video</p>	Narrative, integrating direct speech	<p>Direct speech, reporting clauses, reported speech, chronological order, emotive language</p>
5	<p>Compare and contrast writing techniques</p> <p>Debate/oracy</p> <p>Critical thinking</p> <p>Cohesion between paragraphs</p>	<p>Armistice Runner – Chapter 22</p> <p>Literacy Shed Plus (Lesson 15)</p> <p>Compare/contrast vocabulary mat</p>	Recount: Same event, different points of view	<p>Compare, contrast, recount, empathy, context</p>
6	<p>Chronological order/sequencing</p> <p>Plan/draw on reading</p> <p>Balanced argument</p> <p>Third person</p>	<p>Model text: Should Britain have fought in World War One? (Grammarsaurus)</p> <p>Compare/contrast vocabulary mat</p>	Balanced argument/discussion	<p>Balanced argument, pros and cons, for and against, structure, statistics, evidence, persuasion, conclusion, summary</p>
<b>Evaluation</b>				