

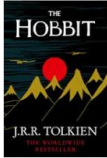
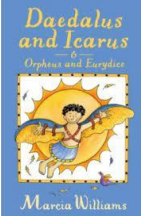


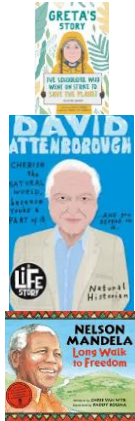

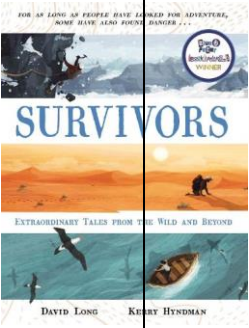


SOUND & DISTRICT PRIMARY SCHOOL

Year 6 ENGLISH GENRE & TEXT PLAN

Autumn 1 (7)		Autumn 2 (7)		Spring 1 (7)		Spring 2 (5)		Summer 1 (6)		Summer 2 (7)	
SHANG DYNASTY		Trade and Economics		Ancient Greece		Amazing Americas		OUR CHANGING WORLD		LEISURE AND ENTERTAINMENT	
Author Focus Michael Morpurgo		Author Focus J R Tolkien		Genre Focus Myths and legends		Author Focus Holes by Louis Sachar		Genre Focus Autobiographies and biographies		Genre Focus Real life accounts	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Tale of Fear/Quest (Character focus)	Non-chronological report/instructions (MAT)	Wishing Tale	Journalistic	Losing Tale/Myths & Legends	Explanation	Futuristic Adventure (setting focus)	Persuasion (letter focus)	Recounts Autobiographies and Biographies	Discussion	Revision Unit - range of genre & hybrid writing based on Survivors by David Long	
War Horse by Michael Morpurgo 'Jack' by Pie Corbett 	Catastrophes & Amazing Animals by Pie Corbett (Outcome linked to WW1)	One Chance by Pie Corbett & 	Was Jack wrong? & Should Gold E Locks be gaoled by Pie Corbett 	Icarus 	Why Trolls are dangerous & how to care for your teeth (Outcome linked to Ancient Greece)	Literacy Shed + RUIN (animation) 	Persuasive letter linked to HOLES 	 DAVID ATTENBOROUGH NELSON MANDELA Long Walk to Freedom	The Arrival by Shaun Tan Discussion linked to refugees 		
Poetry Comic Verse Michael Rosen		Poetry Classic Poetry William Blake		Poetry Contemporary Carol Ann Duffy		Poetry Blackout poems		Poetry Figurative language		Poetry Classic Poetry	

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AUTUMN SPAG	SPRING SPAG	SUMMER SPAG
<p>Noun phrases</p> <p>Modal verbs and subjective mood</p> <p>Suffixes - nouns and adjectives to verbs</p> <p>Relative clause</p> <p>Commas</p> <p>Pronouns and possessive pronouns</p> <p>Adverbs to show frequency</p> <p>Prefixes</p> <p>Colons in lists</p> <p>Subordinating conjunctions and clauses</p>	<p>Synonyms and antonyms</p> <p>Adverbs to show possibility</p> <p>Root words</p> <p>Hyphens</p> <p>Coordinating conjunctions</p> <p>Subject and object</p> <p>Ambiguity</p> <p>Hyphenated compound words</p> <p>Bullet points</p> <p>Perfect form of verbs</p>	<p>Direct and reported speech</p> <p>Active and passive</p> <p>Semi-colons, colons and dashes to mark clauses</p> <p>Formal and informal speech</p> <p>Layout devices</p> <p>Verb tenses</p> <p>Editing and evaluating</p> <p>Parenthesis - brackets, dashes and commas</p> <p>Formal and informal writing</p> <p>Cohesion across paragraphs</p>

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FOCUS Tale of Fear	FOCUS Wishing Tale	FOCUS Myths and Legends	FOCUS Persuasive Text	FOCUS Discussion	FOCUS Non -Chronological report
<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Creating Settings</u> -Show the setting through the main character's eyes. - Describe the character's reactions to show how the setting is making them feel. - Use unexpected detail as a 'hook' - Change the setting to create atmosphere - Use short sentences to create tension and excitement – balance these with longer sentences containing detail. - Use figurative language to bring setting to life: - Sounds - alliteration/ onomatopoeia - Images - similes, m	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Characterisation & Dialogue</u> - Explore characterisation through genre and begin to build a store of characters with children - Explore how a character's personality and behaviour can impact on the plot. - Use emotion and relationship graphs to track character development and consistency throughout stories. - Explore use of contrasting characters to develop conflict in narrative. - Develop the use of internal voice and rhetorical	<u>Cohesion, sentence construction, editing & punctuation</u> <u>Suspense</u> - Lull the reader into a false sense of security then introduce an element of unease - Let the reader glimpse the threat - Use the senses - Show the character's reactions through what is said or done - Choose words and phrases to slow the action down to increase tension and anticipation - Select verbs carefully to build tension - Use a rhetorical question <u>Action</u>	<u>Cohesion, sentence construction, editing & punctuation.</u> - Try to support views with reasons or evidence - offer and refute some counter arguments - disguise opinions to sound like facts - or (more rationally) make clear that these are your opinions - try to persuade using persuasive devices - try to get the reader interested and on your side - appear reasonable. - Make your reader think that the rest of the world, agrees with you - Use humour as it can get people on your side. Express possibility, speculation and	<u>Cohesion, sentence construction, editing & punctuation</u> Write openings to introduce the reader and explain why you are discussing an issue Give examples which move from the general to the specific: Use indirect, reported speech e.g. It has been said that..., the local policeman told us that... Vary sentence structure, length and type - Short sentences for effect e.g. No-one wants this. - Sentence openers: interestingly..., from our point of view..., Indeed there could even be..., - Passive voice to sound more formal: It could be said that..., Additional	<u>Cohesion, sentence construction, editing & punctuation.</u> Consolidate and extend use of information text structure from Y3/4 to include: - expanding the range of connectives and generalisers - use of provisional statements with words and phrases like usually..., seem to be..., tend to..., - opinions as well as facts e.g. Some people still believe that... It used to be thought that... - technical vocabulary to add precision Write reports for different audiences and purposes: attract, warn, report objectively. Vary sentence structure, length and type eg. complex sentences to

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	<p>questions to enhance character description.</p> <ul style="list-style-type: none"> - Explore using a different viewpoint and how it affects the characterisation - Consider the quality of dialogue by limiting the use of adverbs. - Use a range of strategies to develop sophistication in controlling dialogue. - add in subordination, extra details of description and action - show how the other character reacts to the dialogue - In filmic style, state what is going on in the background. 	<p>Use short sentences to convey pace and dramatic impact.</p> <ul style="list-style-type: none"> - Describe a few actions with well-chosen verbs. - Describe the sounds around the action - Use some alliteration to increase the effect <p><u>Cliff-hangers</u></p> <ul style="list-style-type: none"> - Use a cliff-hanger paragraph to create suspense and to keep your reader hooked - Follow this simple sequence - start by creating a sense of relief or safety - show that the character is still slightly worried, - lull the reader into a false sense of security, - create the cliff-hanger in the last line. 	<p>conditionality, using modal verbs may, might, should, could, would etc. and adverbs perhaps, surely, possibly; phrases like provided that..., so long as... etc.</p> <p>Draw on persuasive devices from Y3/4 plus others e.g.: - extreme adjectives and superlatives</p>	<p>disturbance would be created by...</p> <ul style="list-style-type: none"> - Conditional and hypothetical (if...then) sentences using the subjunctive 'were' If that's the best they can offer..., If it were to be approved..., Address readers directly from time to time to hold attention and draw them in to the arguments: - inviting them to speculate You may be wondering why..., - asking questions e.g. How would you like to meet one of these creatures on your way home... - using exclamations e.g. ...and they smell horrible 	<p>combine information clearly and precisely, and vary sentence style and length to keep the reader interested</p> <ul style="list-style-type: none"> - sentences with lists of three - active and passive voices - conditional and hypothetical (if...then) sentences - exclamatory sentences.
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