

# Y6 English Medium Term Plan – Term 1

| Week 1<br>( 3 days)  | Week 2<br>(Fri 13 <sup>th</sup> Roald Dahl day)   | Week 3  | Week 4   | Week 5   | Week 6   | Week 7  | Week 8   |
|--|---|---|--|--|--|---|--|
| <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>Chapter 1<br/>Chapter 2<br/>Chapter 3: Find out about Dr Bryce<br/>Chapter 4: meeting Dr Bryce</p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p><b>Chapter 5: accepted for the transplant</b><br/><b>Chapter 6: meeting Trudy/ Mrs Kelsey announces she's pregnant</b><br/>Chapter 7: journey home<br/>Chapter 8:</p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>Chapter 9: first monologue to Alex<br/>Chapter 10: preparations for the op<br/>Chapter 11: monologue<br/>Chapter 12: At the clinic/phone call to Marlon<br/><b>Chapter 13: waking up after the operation/ newspaper</b></p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>Chapter 14: monologue<br/>Chapter 15: Arriving home (doesn't want to see Marlon)</p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>Chapter 16: press conference<br/>Chapter 17: Story offers<br/><b>Chapter 18: first day back at school</b></p>   | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>Chapter 19: Julie refuses to talk to Cameron<br/>Chapter 20: Nan chats and Cameron discover letters</p>  | <p><i>Pig Heart Boy</i><br/>By Malorie Blackman</p> <p>*Assessment Reading, SPAG and spelling paper*</p> |
| <p><b>Phase 1:</b> To create cohesion within my writing</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Cohesive devices: pronouns, conjunctions (cause and effect, adding emphasis), adverbial and prepositional phrases</li> </ul> | <p><b>Phase 1:</b> To create cohesion within my writing</p> <p>Diary entry: visit to the lab with Dr Bryce and meeting Trudy</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Paragraphing</li> <li>Colons</li> <li>Modal verbs??</li> <li>1<sup>st</sup> person</li> <li>Cohesive devices: pronouns, conjunctions (cause and effect, adding emphasis), adverbial and prepositional phrases</li> </ul> | <p><b>Phase 2:</b> Use a variety of sentence structure to write a newspaper report</p> <p>Newspaper report: reporting the first xenotransplantation on a human has taken place.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Direct and reported speech</li> <li>Speech punctuation</li> <li>Sentence structure: simple/compound/complex (embedded clauses)</li> <li>Technical vocabulary</li> <li>Semi-colons (MA)</li> </ul> | <p><b>Phase 3:</b> Write a non-chronological report<br/>*May go into week 4*</p> <p>Non-Chronological report: xenotransplantation</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>High level punctuation: semicolons, colons and brackets for MA</li> <li>Modal verbs</li> <li>Expanded noun phrases</li> <li>Rhetorical questions</li> <li>Colons</li> <li>Embedded clauses</li> <li>Paragraphing</li> <li>Subheadings</li> <li>Passive voice (MA)</li> </ul> | <p><b>Phase 1:</b> Demonstrate my understanding of formality through letter-writing</p> <p>Letter: A letter to Dr Bryce showing gratitude for the operation</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>High level punctuation: colons, semicolons and brackets (Dashes and Hyphens for MA)</li> <li>Passive voice</li> <li>Modal verbs</li> <li>Cohesive devices</li> <li>Clause structure</li> </ul> | <p><b>Phase 2:</b> Use present progressive tense to write from one point of view</p> <p>Diary entry: first day of school</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>High level punctuation</li> <li>Tenses: present/past</li> <li>First person</li> <li>Past tense</li> <li>Contractions to show informality</li> </ul> | <p><b>Phase 3:</b> Write a balanced argument, clearly and fairly outlining multiple views</p> <p>Balanced argument: for and against xenotransplantation</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Passive and modal verbs</li> <li>Cohesive devices</li> <li>Clause structures</li> <li>High level punctuation</li> </ul> |  |