

Medium Term English Planning

Class Book - Autobiographies - Bear Grylls, I am Malala

Term - Summer 1

Year Group - Six

Genre: Autobiography & Formal/Impersonal Writing

<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention / Objectives</u>	<u>Spelling, Punctuation &amp; Grammar</u>	<u>Outcome(s)</u> <u>Reading/Writing/Speaking &amp; Listening</u> PASS - Purpose / Audience / Style / Structure	<u>Prior Learning:</u> Can you remember when we did. . .
Week 1 19.04.2021  <b>Immerse</b>	Bear Grylls  Chapter 1	Continue to read and discuss a range of non-fiction books  Read books that are structured in different ways and for a range of purposes	<u>Spelling:</u> Rare GPCs Y5/Y6 List <u>Word:</u> vocabulary typical of text we are reading <u>Sentence:</u> <u>Text:</u> Cohesive Devices <u>Punctuation:</u> Relative clause/relative pronoun	<u>Purpose:</u> Immersion <u>Audience:</u> Themselves <u>Style:</u> <u>Structure:</u> Mind map, short sentences, bullet points  Day 1/2 - Review what immerse means and remind children of working wall. Immerse with Bear Grylls - KWL - children to formulate their own research questions. Difference between biography and autobiography (See powerpoint)  Day 3/4 - Immerse with a variety of short autobiographies. Focusing on structure and language.  Day 5 - Discuss ideas for an autobiography, think about language required to apply. Examples autobiography. Read First chapter of Bear Grylls (chronological - growing up.  • <b>Max and Harvy clip - relative clause</b>	
Week 2 26.04.2021  <b>Analyse</b>	Bear Grylls/I am Malala	Identify and discuss themes and conventions in and across a wide range of books  Make comparisons within and across books	<u>Spelling:</u> Proofreading strategies when reviewing own writing <u>Word:</u> Root <u>Sentence:</u> Passive <u>Text:</u> Adverbials/layout devices <u>Punctuation:</u> Use of semi colon	<u>Purpose:</u> <u>Audience:</u> Share ideas with each other <u>Style:</u> <u>Structure:</u> Questionnaire  Day 1/2 - Compare the first chapter of both books. Children to analyse both texts identifying similar features.	

		<p>** Use whole class reading (LINKED TO VIPERS) reading extracts from various autobiographies</p>		<p>Day3/4 - Children to analyse a variety of autobiographies (audio, books, shorter texts) identifying key language, structure, organisation and presentational features. Children to create a list as preparation for writing their own. (FEATURES)</p> <p>Day 5 - Children to create a list of questions/format to ask their parents this weekend. Children will need as much information to support their own writing - how can we structure it/ chapter/headings/chronological (Interview Parents)</p>	
<p>Week 3/4 03.05.2021 10.0502021</p> <p><b>Write</b></p>	<p>Bear Grylls/I am Malala</p>	<p>Ask questions to improve understanding</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p> <p>Make comparisons within and across books</p>	<p><u>Spelling: Proofreading strategies when reviewing own writing</u> <u>Word: Root</u> <u>Sentence: Passive</u> <u>Text: Adverbials/ layout devices</u> <u>Punctuation: Use of semi colon, semi colon, fronted adverbials, parenthesis</u></p> <p><u>What year 5/6 spelling words link with our theme?</u></p>	<p>Purpose: Produce own autobiography <u>Audience:</u> Children to decide (themselves/family/friends) <u>Style: Non-Fiction</u> <u>Structure:</u> Paragraphs (Continuous Prose)</p> <p>Day 1/2 - Modelled/Shared Write. I will write my autobiography (plan this the weekend before) on post it notes create some key events from my life (dates) children to organise them in chronological order. Complete the shared write task using children's ideas - selecting appropriate grammar and vocabulary to enhance meaning (DRAFT/EDIT)</p> <p>Day 3-5 - Using information brought from home and knowledge of their own lives, children to create their own post it note time line of events. Children will write their own autobiography and decide who they want their audience to be, selecting their own approach and medium (depending on purpose and audience). Children will refer to the immerse/analyse learning to ensure correct features are used throughout. PLAN/DRAFT/EDIT/REVIEW</p> <p>**May need to use a couple of days from week 4 due to bank holiday**</p>	

		<p>Continue to read and discuss a range of non-fiction books</p> <p>Read books that are structured in different ways and for a range of purposes</p>		<p>Week 2 - Plan/Draft/Write. (see below for statements.)</p> <p>Following teacher modelling, children set their own writing challenge and write autobiographies, selecting their own approach and medium, as required by the purpose and audience.</p> <p>Write an effective autobiography selecting language, form, format and content to suit a particular audience and purpose.</p> <p>Plan, draft, edit and review.</p> <p>Produce own autobiography, improve their writing. Year 6 objectives must be included. Children will then write their final piece and use as an assessment for next week's progress week.</p>		
<p>Week 5/6</p> <p>Formal</p> <p>Impersonal</p>	<p>Children explore how a guided tour of a particular location can be presented through a variety of formats, including live, as a guide book or pamphlet, as a video, as an audio tour, or as a virtual tour, for example on a website</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p><u>Spelling:</u></p> <p><u>Word: informal/formal</u></p> <p><u>speech</u></p> <p><u>Sentence: Passive</u></p> <p><u>Text: Cohesion</u></p> <p><u>Punctuation:</u> Use of semi colon, semi colon, bullet points</p>	<p>Purpose: To create a leaflet/guided tour of St James</p> <p><u>Audience:</u> St James' parents/interested parties</p> <p><u>Style:</u> Nonfiction</p> <p><u>Structure:</u> Paragraphs/Headings/Subheadings</p> <p>Immersion - display examples of formal and impersonal writing (leaflets, guidebooks) may need to be off the internet (Covid) Children to express their views about the features, language - capture their ideas</p> <p>Analysis - identify features, language, include incidental writing opportunities</p> <p>Write - Children demonstrate how they have adopted the correct style by creating a leaflet that gives information about our school. Children can use ideas from the Virtual tour that has been created. Children will explore a range of media and formats before creating a finished piece.</p>		
<b>Christian values:</b>	<b>Trust</b>	<b>Thankfulness</b>	<b>Respect</b>	<b>Forgiveness</b>	<b>Hope</b>	<b>Courage</b>
<b>British values:</b>	<b>Democracy</b>	<b>Individual Liberty</b>	<b>Rule of Law</b>	<b>Respect</b>	<b>Tolerance</b>	

