



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: English Writing Tasks

YEAR GROUP: 6

TERM Summer Term

Key Reading text : Teacher model, Trip Advisor, Formal letter extracts **Visual resource:** Literacy shed film clip: Road's End; pictures from poor hotel rooms

Vocabulary

Grammar- synonyms/antonyms, passive voice
Pupils will have opportunities to develop and collect vocabulary for each task.

Lemonade description example

appealing appetising aroma	bubbling breath bursting bright	chilled cool cold clink cascading condensation	dripping drips dropping desire delicious describe delightful disappear delicate	enticing enough enjoyable exotic effervescent excellent exquisite energising extraordinary
frothy fizzy fragrant fresh fruity	glowing gulp gliding glistening	happiness halfway hunker hardly heavenly	imagining impose imagine image implore impulsive	jolly jingle join journey joyful juice
keen keep kept knowing knew	luscious light lasting luscious lemonade lick lingering liquid	mouth-watering marvellous merry magical miracle moment memory	necessary necessity nectar rooftop nourishing numb	overflowing opaque oozing
pleasant pure pleasurable parched permeate	quench quantity quest	rivulets radiant refreshing rapidly recapture release resist	swallow sliding sugary slipping slurping savour sweetened sweet sparkling sloshing sustaining satisfying surprising special	tongue tasty teeming temptation thrashing transfixed taste-buds thirst-quenching tantalising trickling tangle tween zesty
ultimate unique unbearable uplifting	venture velocity verge vitality visualise	wonderful waste wondrous		

Speaking/listening

Oral rehearsal/presentation: present spoken arguments, sequencing points logically

Listening/responding: anticipates the listener's response and makes use of counter arguments

Questioning: Communicates ideas with precision/clarity

Skills (Taken from yr6 TAF)

Write effectively for a range of purposes and audiences, selecting language that shows an awareness of the. In narratives, integrate dialogue to convey character and action

Select vocabulary and grammatical structures that reflect what the writing requires

Use a range of devices to build cohesion

Use verb tenses consistently and correctly throughout their writing

Use a range of punctuation taught at ks2 mostly correctly
Spell correctly most words from the year 5/6 spelling list and be able to check and correct spelling errors in their work

Maintain legibility in joined handwriting.

What we already know

In year 6, pupils will revise and build on grammar, punctuation and spelling skills learned in previous year groups

Children will have written in a range of different genres across all year groups including narrative, poetry, non-chronological reports, diaries and newspaper reports. In year 6, these writing skills will be developed further with more sophisticated vocabulary, the development of more varied and lengthy sentence structures and an expectation to use more cohesive devices throughout. Year 6 writers will be expected to show a more conscious control over levels of formality and use of language and will more independently draw on what they have read as models for their writing. The variety of tasks in this unit will apply the range of writing skills the children have learned across the year.

Illustration



Today's task is to use the plan you wrote yesterday to write a formal letter of complaint about a bad holiday experience you had with your family.

Think about:

Who is the audience for your letter?

How it should be set out.

What information you need to include.

What action/ response are you expecting?



Application/ Outcomes

- Formal letter of complaint about a hotel
- Application- write a letter of complaint in a different context (Eg A pet writing to their owner to complain about a new pet)
- Road's End- narrative to develop dialogue
- A glass of lemonade- description 1st person

Adaptation for SEND: peer support in discussion tasks. Visual prompts. Use of individual word mats to support vocabulary and adapted writing tasks(writing frame given to structure narrative writing) with 1:1 support for specific tasks.

Concepts

Understand that writing for different purposes requires an understanding of specific audiences

Make precise vocabulary choices and understand their effect on the reader.

Understand the difference between formal and informal language

Understand how to manipulate tenses within a piece of writing

Write a detailed and effective plan

Edit and redraft writing making corrections and effective changes to improve the quality of writing

Other/Cross Curricular Links with English/Maths/Adaptation for SEND