

# Year 6 Juniper Class English Intent Plan 2024/25

Term	Advent 1		Advent 2		Lent		Pentecost 1		Pentecost 2	
<b>Topics Humanities</b>	AD 900- Anglo Saxons vs Baghdad		Climate Zones		Industrial Revolution	City Life	Battle of Britian		Human Geography- use of natural resources	
<b>Hook Book</b>	The Golden Horseman of Baghdad <b>Resistant text</b>		Poetry- The Highwayman <b>Archaic language</b> Congleton Hall (extracts) <b>Non-linear texts</b>		The Nowhere Emporium <b>Non-linear</b>		Goodnight, Mr. Tom <b>Complex narrative</b>		Romeo and Juliet <b>Archaic language</b>	
<b>Reading Genres</b>	Diversity/ exploring other lands		Poetry Suspense Narratives		Fantasy/Mystery		Historical fiction		Playscript	
<b>Text type</b>	<b>Non-fiction</b> Letter writing	<b>Fiction:</b> Biographies/ autobiographies	<b>Non-fiction</b> Balance argument	<b>Fiction:</b> Poetry Narrative-suspense	<b>Non-fiction:</b> Persuasion Instruction	<b>Fiction:</b> Diaries Descriptive narrative	<b>Non-fiction:</b> Non-chronological report	<b>Fiction:</b> Narratives Informal letter	<b>Non-fiction:</b> Newspaper reports	<b>Fiction:</b> Playscripts Formal letter
<b>Grammar focus</b>  Revisited concept	<ul style="list-style-type: none"> <li>• Word class revision- noun, verb, adjectives, articles, prepositions, determiners.</li> <li>• Expanded noun phrases.</li> <li>• Co-ordinating and subordinating conjunctions</li> </ul>		<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Parenthesis</li> <li>• Expanded noun phrases</li> <li>• Commas, semi-colons, colons, dash</li> <li>• Fronted Adverbials</li> <li>• Cohesive devices</li> </ul>		<ul style="list-style-type: none"> <li>• Present tense/past/future</li> <li>• Antonyms/synonyms</li> <li>• Word class revision</li> <li>• formal/informal language</li> <li>• subject/object</li> <li>• subjunctive form</li> <li>• colons, semi-colons -bullet point</li> <li>• Ellipses</li> <li>• active/passive</li> </ul>		<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Adverbs</li> <li>• Parenthesis</li> <li>• Expanded noun phrases</li> <li>• Commas</li> </ul>		<ul style="list-style-type: none"> <li>• Parenthesis</li> <li>• Expanded noun phrases</li> <li>• Upleveling sentences</li> <li>• Writing for speech</li> </ul>	

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<b>Spelling</b>	Pupils are taught in differentiated groups using Spelling Shed scheme Statutory year 5/6 spelling are taught to the whole cohort					
<b>Scaffold</b>	Scaffolded learning in reading will take the form of pairing the child with an adult or pupils who can prompt with tricky words when reading aloud. Pupils will be given the opportunity to pre-read any sections before they read aloud in class. They may also be given comprehension questions prior to the lesson to allow for extra thinking time. For lessons in writing pupils will be given sentence stems, word mats and the option to use predictive software for longer writes. Pupils will also be encouraged to plan their work using mind maps and story planners- these can be completed with an adult or as part of paired work.					
<b>Challenge</b>	More able pupils will be encouraged to deepen their understanding in reading by comparing texts, generating open questions of their own and reading other texts by the same author. In writing pupils should be encouraged to use a greater range of punctuation consistently across all genres/subjects. A greater awareness of the reader should be adopted and use of a wider range of vocabulary to entertain and inform.					
<b>Oracy</b>	Character development- group discussion/talk tokens	Hot- seating	Reading aloud to entertain	Character development- group discussion/talk tokens	Hot- seating	Performance poetry
<b>Diversity Links</b>	Stories from another culture	Friendship and acceptance		Exploration of mental health issues	Racism and prejudice	Equal opportunities for women