

Year 6. FORMULA ETHARA. Block 3. English Medium Term Plan.

Genre	Genre Description	Genre Objectives / Key Skills	
Reading & Writing		Speaking & Listening	
<p>Non-Fiction – Persuasive writing.</p> <p>Cross-curricular - FORMULA ETHARA.</p>	<p>Children will study examples of persuasive texts identifying, using and creating:</p> <p>a) persuasive reasons to support an argument. b) identify the features of persuasive writing. c) set out a formal letter using the correct conventions.</p>	<p>Discussing and evaluating how authors use language considering the impact on the reader. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Drafting and writing by selecting appropriate vocabulary and understanding how such choices can change and enhance meaning. Noting and developing initial ideas, drawing on reading and research where necessary. Identifying the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models. Assessing the effectiveness of their own and others writing. Proposing changes to enhance effects.</p>	<p>Consider and evaluate different persuasive elements.</p> <p>Children will collaboratively give a formal, verbal presentation during the final competition.</p>
<p>Non-Fiction / Fiction – Advertising.</p> <p>Cross-curricular - FORMULA ETHARA.</p>	<p>Children will study examples of advertisements identifying:</p> <p>a) catchy titles or slogans. b) exaggerated positive points. c) how they appeal to the senses.</p>	<p>Discussing and evaluating how advertisers use language, colour, music, slogans etc. considering the impact on the consumer. Assessing the effectiveness of their own and others' adverts. Proposing changes to vocabulary, grammar, punctuation and design to enhance effects and clarify meaning (both hidden and overt). Drafting and writing by selecting appropriate vocabulary and other design features and understanding how such choices can change and enhance meaning.</p>	<p>Children will collaboratively give a formal, verbal presentation</p>

	<p>d) the use of persuasive language such as powerful adjectives and memorable phrases.</p> <p>e) the use of rhetorical questions.</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Identifying the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models.</p> <p>Assessing the effectiveness of their own and others writing. Proposing changes to enhance effects.</p>	<p>during the final competition.</p>
SPAG	<p>Children will review and consolidate different aspects of SPAG:</p> <p>a. Capital letters and full stops.</p> <p>b. Apostrophes.</p> <p>c. Homophones.</p> <p>d. Main and subordinating clauses.</p> <p>e. Co-ordinating and subordinating conjunctions.</p>	<p>Reviewing how these topics are used accurately in independent writing.</p> <p>Consolidating through various activities.</p>	