

w/c	English Y5/6 Unit Plan	Autumn B
06/11/23	<p><b>Speech: The Apprentice</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>Speech structure - analyse example videos</i></li> <li>• Fronted adverbials and subordination in persuasion</li> <li>• Persuasive language</li> <li>• Subjunctive mood</li> <li>• Using ; and :</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Varying sentence structure</li> <li>• 4 sentence types - statement, command, question and exclamation</li> <li>• Phrases v clauses</li> <li>• Synonyms and antonyms</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: more homophones (A)</b></li> </ul>	
13/11/23	<p><b>News Report: The Blitz</b> <i>Write a recount of a night in the London Blitz</i></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>News report content and structure text analysis</i></li> <li>• Factual sentence writing</li> <li>• Passive voice and impersonal form</li> <li>• Direct and reported speech</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Fronted adverbials, conjunctions, relative clauses</li> <li>• Using ; and :</li> <li>• past/present perfect tense</li> <li>• Accurate apostrophes (inc. plural possessives)</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: revise 'fer' words (B)</b></li> </ul>	
20/11/23	<p><b>News Report: The Blitz</b> <b>(Anti-bullying: Photo story (computing))</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>News report content and structure text analysis</i></li> <li>• ing verb subordination</li> <li>• Modal verbs</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Varying sentence structure - subordinating conjunctions</li> <li>• Varied fronted adverbials</li> <li>• Using ; : - () and , parenthesis</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: revise cious and tious (B)</b></li> </ul>	

27/11/23	<p><b>Narrative: Diary writing - WW2 Diary of Edie Benson</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>Text analysis - diary writing</i></li> <li>• <i>Story mapping and writing (evacuation)</i></li> <li>• Double fronted adverbials</li> <li>• Double conjunctions - add sub-clauses</li> <li>• Introduce ; in lists</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Powerful phrases: expanded noun and prepositional</li> <li>• Pronouns to avoid repetition</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: hyphenated words (A) and suffixes</b></li> </ul>
04/12/23	<p><b>Narrative: Diary writing - WW2 Diary of Edie Benson</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>Sentence work practice using varied sentence structure</i></li> <li>• Multiple clause sentences (subordination)</li> <li>• Using adverbs (not always ly)</li> <li>• Using hyphens</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Double fronted adverbials</li> <li>• Past progressive v Present Perfect</li> <li>• Passive voice, modal verbs</li> <li>• ; in lists</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: ible (ibly) v able (ably) (A)</b></li> </ul>
11/12/23	<p><b>Biography: Winston Churchill</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>Content and structure of a biography (inc. sub-heading) text analysis</i></li> <li>• <i>Researching and selecting key facts and dates</i></li> <li>• Fronted adverbials and conjunctions to link ideas and provide detail</li> <li>• Using , for meaning and effect</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Hyphens v dashes</li> <li>• Suffixes and prefixes review</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: Homophones (A) &amp; plurals; year 5/6 (A) words</b></li> </ul>
18/12/23	<p><b>Biography: Winston Churchill</b></p> <p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>• <i>Composition and effect - writing detailed biography sentences and varying sentence structure for flowing writing</i></li> <li>• Vary punctuation i.e. use () - ; and :</li> <li>• Using a range of conjunctions - co-ordinating and subordinating</li> </ul> <p><i>Revision GPS:</i></p> <ul style="list-style-type: none"> <li>• Past progressive v Present Perfect</li> <li>• Relative clauses</li> <li>• Word class (adverbs, determiners, prepositions, pronouns)</li> <li>• Apostrophes</li> </ul> <p><i>Spelling:</i></p> <ul style="list-style-type: none"> <li>• <b>Sp: Homophones (B); year 5/6 (A) words</b></li> </ul>