



Year Group: 6

Term: Summer



Subject: English

'Plastic Planet'

Author: Georgia Amson-Bradshaw

Publisher: Franklin Watts

Outcome: Information & Persuasion	<p>Writing outcome: To write a persuasive speech campaigning for the reduction in plastic waste to an audience of peers.</p> <p>Greater depth writing outcome: To write persuasively to an audience outside of their school community e.g. local shops, local community, local MP or council, and decide on the form of their persuasive information e.g. leaflet, letter, video.</p>
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<u>National Curriculum Skills</u>		
<u>Spoken Language</u>	<u>Reading Comprehension</u>	<u>Writing Composition</u>
<ul style="list-style-type: none"> Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role-play, improvisations and debates 	<ul style="list-style-type: none"> Identify and discuss themes and conventions Make comparisons Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Précis longer passages Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Use consistent and correct tense Choose the appropriate register Proofread for spelling and punctuation error

<u>Pathways to Write Keys</u>		
<u>Gateway keys</u>	<u>Mastery keys</u>	<u>Feature keys</u>
<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> Organise paragraphs around a theme Use fronted adverbials Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity 	<p>Information</p> <ul style="list-style-type: none"> Use precise word choices Use a formal tone Provide well-developed factual information for the reader Include a summarising statement Clarify technical vocabulary <p>Persuasion</p> <ul style="list-style-type: none"> Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) Directly appeal to the reader Support points using persuasive examples and provide evidence Create authority through a formal style where appropriate Pre-empt reader objections e.g. you may disagree but...