Jane Considine Education

Unit plans included in the Jane Considine English Unit Plan Subscription

		www.janeconsidine.com	UNIT PLAN TITLE																						
			NARRATIVE										NON-FICTION										POETRY		
		Year 6	THE JOURNEY	HANSEL AND GRETEL	PAPER MAN	THE GRAVEYARD	VARMINTS	A MONSTER CALLS	KENSUKE'S KINGDOM	THE FIREWORK-MAKER'S DAUGHTER	THORNHILL	THE ARRIVAL	EVEREST	THE ORIGIN OF SPECIES	ANCIENT GREECE	GOLDILOCKS	GRETA	LETTER TO MR SCROOGE	ANGLO SAXON BATTLE	LETTERS FROM THE LIGHTHOUSE	POSTCARD FROM PRISON	PET PEEVES BLOG	MOTH	HOPE-LO-DOCUS	THINKER'S RAP
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WRITING COMPOSITION	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
		Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
		Pupils should be taught to draft and write by precising longer passages.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WORD	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]				✓							✓	✓	✓	✓	✓		✓		✓	✓			✓
		How words are related by meaning as synonyms and antonyms [for example, big, large, little].			✓			✓	✓	✓	✓	✓						✓				✓	✓	✓	✓
	SENTENCE	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			✓		✓		✓		✓	✓				✓	✓		✓			✓			
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓			✓
	TEXT	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	✓	✓				✓			✓		✓	✓	✓	✓	✓					✓			
		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]											✓	✓	✓	✓						✓			
	PUNCTUATION	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓		✓		✓	✓	✓			
		Use of the colon to introduce a list and use of semi-colons within lists	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓				
		Punctuation of bullet points to list information													✓	✓						✓			
		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	✓			✓		✓		✓	✓				✓	✓				✓		✓			