

# West Moors Middle School - Curriculum Component Profile

Subject: English	Year: 6
<p><b>Description of learning</b>          At the start of the year, pupils secure their punctuation skills, before extending their range of sentence openings to sequence, link and add detail to sentences, and their use of conjunctions, placing these subordinate clauses in different parts of the sentence. Also, pupils select vocabulary to engage the reader as well as describe effectively. Throughout the year, these key skills are practised, consolidated, refined and extended as pupils encounter different text types.          These are:</p> <p><b>Mystery stories</b></p> <ul style="list-style-type: none"> <li>• Withholding information for suspense</li> <li>• Short sentences for impact</li> <li>• Long, drawn-out sentences to build tension</li> <li>• Vocabulary to describe effectively</li> <li>• Integrating dialogue into description and action</li> </ul> <p><b>Biographies</b></p> <ul style="list-style-type: none"> <li>• Consolidation of paragraphing and develop linking paragraphs</li> <li>• Continue to extend range of fronted adverbials and conjunctions</li> <li>• Passive voice</li> <li>• Third person perspective - blending facts effectively with anecdotes</li> </ul> <p><b>Journalistic Writing</b></p> <ul style="list-style-type: none"> <li>• Writing to entertain and engage the reader</li> <li>• Using introductions and conclusions effectively</li> <li>• Integrating quotes into prose</li> </ul> <p><b>Argument Writing</b></p> <ul style="list-style-type: none"> <li>• Presenting a balanced view of a debate, before giving own opinion</li> <li>• Using language of debate to remain impartial</li> </ul> <p><b>Letters of complaint</b></p> <ul style="list-style-type: none"> <li>• examining the differences between formal and informal letter writing</li> <li>• choosing language to persuade</li> </ul> <p><b>Kensuke's Kingdom</b></p> <ul style="list-style-type: none"> <li>• Writing from different perspectives (as an orang-utan)</li> <li>• Diary writing</li> <li>• Writing a message in a bottle</li> </ul>	
<p><b>Important questions:</b></p> <p>How have you engaged your reader?          How have you added interest and detail to your sentences?</p>	<p><b>Bigger picture and linking:</b></p> <p>School uniform :is it still necessary?          War and atomic weapons          Loss and loneliness</p>
<p><b>Overlearning required:</b></p> <p>New subject, new verb = new sentence          Fronted adverbial goes at the front, so starts a new sentence and needs a comma after it.          Sentence openings need to be varied, giving the reader more information than simply when something happens.          A range of conjunctions needs to be used throughout every piece of writing to add detail and interest to sentences.</p>	<p><b>WoW factor:</b></p> <p>Acting out key scenes form Kensuke's Kingdom          Taking part in a class debate</p>
<p><b>How will our learning values be developed?</b>          Pupils need to be resilient and reflective to be able to regularly pick apart their writing to see where they can improve their punctuation and sentence structure.          Open-ended writing tasks allow pupils to be creative and enable them work independently.</p>	<p><b>How will our community values be developed?</b>          When writing a formal letter of complaint, it is still essential to be respectful to the recipient.          Understanding different cultures in Kensuke's Kingdom.</p>
<p><b>How will pupils' numeracy be developed?</b></p> <p>In the argument unit, pupils encounter statistical evidence.          In writing a biography, pupils need to work out the ages and dates carefully for their chosen characters' life story.          In Kensuke's Kingdom, it is essential to work out how long it is since the main character, Michael, experienced the events he recounts and also how long Kensuke has lived on the island by considering the date of the end of WWII.</p>	<p><b>How will pupils' literacy be developed?</b></p> <p>Reading and writing skills are developed every lesson.</p>