

Year 6 Long Term English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: ENTERTAIN INFORM	Write to: ENTERTAIN PERSUADE	Write to: ENTERTAIN DISCUSS	Write to: ENTERTAIN PERSUADE	Write to: ENTERTAIN INFORM DISCUSS	
Plot Types/Non-Fiction/Poetry	<p>Writing to entertain:</p> <ul style="list-style-type: none"> Free verse poetry based on characters from texts or imagination Overcoming the Monster story <p>Writing to inform:</p> <ul style="list-style-type: none"> Current affairs non-chronological report 	<p>Writing to entertain:</p> <ul style="list-style-type: none"> The Quest Story <p>Writing to persuade:</p> <ul style="list-style-type: none"> Write and deliver a speech on a topical issue using key features of highly engaging opening (including, a well-structured argument with several main points and a memorable conclusion. Features to include rule of three and emotive language) 	<p>Writing to entertain:</p> <ul style="list-style-type: none"> Study of the 6 story plots and self-select specific plot to write about Classic Poems – understanding features of poetry used. Develop own poems based on examples studied. To be able to discuss the features used <p>Writing to discuss:</p> <ul style="list-style-type: none"> Non Chronological Report presenting a balanced argument 	<p>Writing to entertain:</p> <ul style="list-style-type: none"> Study of features of short stories. Use features to develop own Rags to Riches Story <p>Writing to persuade:</p> <ul style="list-style-type: none"> To write a persuasive, topical article 	<p>Writing to entertain:</p> <ul style="list-style-type: none"> Narrative Poetry – study of Shakespeare - pupils to develop and deeper understanding of metre and rhyme in Shakespeare’s writing Diary Entry – Day 1 of an exploration or quest describing the setting and main character <p>Writing to inform:</p> <ul style="list-style-type: none"> Non chronological report – Explanation text on a subject of individual interest <p>Writing to discuss:</p> <ul style="list-style-type: none"> Non Chronological report - Review of a product 	
Texts to support writing	<ul style="list-style-type: none"> Wonder Everything Will be Glad to See You When the Sky Falls Teacher WAGOLLS Evolution 	<ul style="list-style-type: none"> The Hobbit Teacher WAGOLL Lion the Witch and Wardrobe Topic Speeches Speeches by political activists 	<ul style="list-style-type: none"> The Listeners Texts linked to current affairs 	<ul style="list-style-type: none"> Revisit Cinderella for plot Teacher WAGOLL Articles from children’s journalist literature e.g. First News and The Week – Junior (linked to current affairs) 	<ul style="list-style-type: none"> Sonnet 18 Lines from a range of Shakespeare’s plays Anne Frank’s Diary Linked to Isle of Wight Experience How Super Cool Tech Works How Everything Works 	
Reading Texts	The Final Year	The Hobbit	Kick	Holes	Can You See Me?	
Text and Plot Type	Quest Non-Linear	Quest Archaic Text	Over Coming the Monster Complex Narrator	Rags to Riches Non-Linear	Over Coming the Monster Complex Narrator	
Spoken Language	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. Ask specific, reasoned questions to improve his/her understanding. 					

	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing, with reasoning. Participate in discussions about books that are read to him/her and those that can be read for him/herself, building on his/her own or others' ideas and challenging views courteously and with clear reasoning. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary. Perform his/her own compositions to a range of audiences, using appropriate intonation, volume and movement so that the meaning is clear. <p>(Note that there are also some maths and scientific based spoken language targets).</p>				
Word Reading	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling. 				
Reading Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. Identifying how language, structure and presentation contribute to meaning. <p>Other:</p> <ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Read age-appropriate books, including whole novels, with confidence and fluency. Participate in discussions about books that are read to him/her and those that can be read for him/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for his/her views. 				
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> Plan writing by identifying the audience and effectively selecting the appropriate form. Plan writing by noting and developing initial ideas, drawing on reading and research. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what has been read and modelled. Draft and write by selecting appropriate grammar and vocabulary. Draft and write by accurately précisising longer passages. Draft and write by linking ideas across paragraphs using a wide range of cohesive devices. Draft and write by using organisational and presentational devices to structure text and guide the reader. Evaluate and edit by assessing the effectiveness of writing, with reasoning. 				
Composition Work	<ul style="list-style-type: none"> Plan writing of narratives with consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. Draft and write 	<ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register(GD). Revise use of the second person pronoun in persuasive writing. 	<ul style="list-style-type: none"> Explore the six plots of story writing. Draft material using one chosen plot. Explore and identify classic poetry and its features. Draft and present balanced arguments. 	<ul style="list-style-type: none"> Develop clear, concise short plots for short. Embedding earlier objectives 	<ul style="list-style-type: none"> Plan writing that experiments with Shakespeare's use of metre and rhyme. Embedding earlier objectives

	<p>narratives describing settings, characters and atmosphere.</p> <ul style="list-style-type: none"> • Integrate dialogue to convey character and advance the action. • Explore free-verse poetry based on characters from texts. 	<ul style="list-style-type: none"> • Use hyperbole in persuasive writing. 			
Sentence Work	<ul style="list-style-type: none"> • Understand and use effective vocabulary typical of informal and formal speech. • Use expanded noun phrases to convey complicated information concisely • Use verb tenses consistently and correctly throughout their writing. • Use the semi-colon, colon and dash. • Use a wide range of compound and complex sentences. • Begin to understand the difference structures typical of informal speech and structures appropriate for formal speech and writing (e.g. using questions tags – he's your friend, isn't he?) 	<ul style="list-style-type: none"> • Link ideas within and across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections (adverbials – on the other hand, in contrast, as a consequence) • Understand how hyphens can be used to avoid ambiguity. • Use the perfect form of verbs to mark relationship of time and clause. • Use layout devices eg. headings, subheadings, bullets, columns, bullets and tables. • Concise emotive vocabulary. • Begin to understand the difference structures typical of informal speech and structures appropriate for formal speech (e.g. using the subjunctive forms – If I were or Were they to...) 	<ul style="list-style-type: none"> • Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request, go in – enter). • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). • Use the passive to affect the presentation of information in a sentence. + 	<ul style="list-style-type: none"> • Exercise an assured and conscious control over levels of formality. 	<ul style="list-style-type: none"> • Understand and use the metre used in Shakespeare's work.
Word Work	<ul style="list-style-type: none"> • Use technical vocabulary. • Understand how words are related by meaning 	<ul style="list-style-type: none"> • Use prefixes involving a hyphen. • Add suffixes beginning with vowel letters to 	<ul style="list-style-type: none"> • Use a thesaurus with confidence. 	<ul style="list-style-type: none"> • Distinguish between homophones and other words that are often confused. 	<ul style="list-style-type: none"> • Identify and use the rhyming patterns within Shakespeare's work. • Use technical vocabulary that is product specific.

	<p>as synonyms and antonyms.</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. 	<p>words ending in –fer.</p>			
Spelling	<ul style="list-style-type: none"> • Spell words containing -ough, -tious or –cious • Spell words containing -able or –ible • Spell words containing -ant or –ent • Spell words containing ei or ie 	<ul style="list-style-type: none"> • Use of a hyphen • Syllables • Words ending in -gue and –que • Ch makes k sound and ch makes sh sound 	<ul style="list-style-type: none"> • Review the role and use of suffixes • Spotting common mistakes • Words ending in -sure and –ture • ‘ou’ spells ‘u’ as in trouble 	<ul style="list-style-type: none"> • Review the role and use of suffixes • Revision of shun endings • Revision of shal and shus endings 	<ul style="list-style-type: none"> • Embedding Y5/6 words
Handwriting	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. 	<ul style="list-style-type: none"> • Choose the writing implement that is best suited to the task. 	<ul style="list-style-type: none"> • Embedding earlier objectives 	<ul style="list-style-type: none"> • Embedding earlier objectives
Grammatical Terminology	<ul style="list-style-type: none"> • Synonym • Antonym • Colon • Semi-colon 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Hyphen • Bullet points 	<ul style="list-style-type: none"> • Ellipsis 	<ul style="list-style-type: none"> • Embedding earlier objectives 	<ul style="list-style-type: none"> • Embedding earlier objectives • Metre