

## Year 6 Long Term English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: <b>ENTERTAIN INFORM</b>	Write to: <b>ENTERTAIN PERSUADE</b>	Write to: <b>ENTERTAIN DISCUSS</b>	Write to: <b>ENTERTAIN PERSUADE</b>	Write to: <b>ENTERTAIN INFORM DISCUSS</b>	
<b>Texts</b>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Free verse poetry based on characters from texts or imagination</li> <li>Overcoming the Monster story</li> </ul> <p>Writing to inform:</p> <ul style="list-style-type: none"> <li>Current affairs non-chronological report</li> </ul>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>The Quest Story</li> </ul> <p>Writing to persuade:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Study of the 6 story plots and self-select specific plot to write about.</li> <li>Classic Poems – understanding features of poetry used. Develop own poems based on examples studied. To be able to discuss the features used.</li> </ul> <p>Writing to discuss:</p> <ul style="list-style-type: none"> <li>Non Chronological Report presenting a balanced argument.</li> </ul>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Study of features of short stories. Use features to develop own Rags to Riches Story</li> </ul> <p>Writing to persuade:</p> <ul style="list-style-type: none"> <li>To write a persuasive article to be included in a children's current affairs magazine.</li> </ul>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Narrative Poetry – study of Shakespeare. Pupils to develop and deeper understanding of metre and rhyme in Shakespeare's writing.</li> <li>Diary Entry – Day 1 of an exploration or quest describing the setting and main character.</li> </ul> <p>Writing to inform:</p> <ul style="list-style-type: none"> <li>Non chronological report – Explanation text on a subject of individual interest. Use organisational features to guide the reader</li> </ul> <p>Writing to discuss:</p> <ul style="list-style-type: none"> <li>Non Chronological report - Review of a product</li> </ul>	
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>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.</li> <li>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</li> <li>Ask specific, reasoned questions to improve his/her understanding.</li> <li>Identify and discuss themes and conventions in and across and wide range of writing, with reasoning.</li> <li>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.</li> <li>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.</li> <li>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul> <p>(Note that there are also some maths and scientific based spoken language targets).</p>					

Word Reading	<ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.</li> </ul>				
Reading Comprehension	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by:</b></p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> </ul> <p><b>Understand what he/she reads independently by:</b></p> <ul style="list-style-type: none"> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Read age-appropriate books, including whole novels, with confidence and fluency.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide reasoned justifications for his/her views.</li> </ul>				
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience and effectively selecting the appropriate form.</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research.</li> <li>• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what has been read and modelled.</li> <li>• Draft and write by selecting appropriate grammar and vocabulary.</li> <li>• Draft and write by accurately précising longer passages.</li> <li>• Draft and write by linking ideas across paragraphs using a wide range of cohesive devices.</li> <li>• Draft and write by using organisational and presentational devices to structure text and guide the reader.</li> <li>• Evaluate and edit by assessing the effectiveness of writing, with reasoning.</li> </ul>				
Composition Work	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Draft and write narratives describing settings, characters and atmosphere.</li> <li>• Integrate dialogue to</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing and choose the appropriate register(GD).</li> <li>• Revise use of the second person pronoun in persuasive writing.</li> <li>• Use hyperbole in persuasive writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the six plots of story writing. Draft material using one chosen plot.</li> <li>• Explore and identify classic poetry and its features.</li> <li>• Draft and present balanced arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clear, concise short plots for short.</li> <li>• Embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing that experiments with Shakespeare's use of metre and rhyme.</li> <li>• Embedding earlier objectives</li> </ul>

	<p>convey character and advance the action.</p> <ul style="list-style-type: none"> <li>• Explore free-verse poetry based on characters from texts.</li> </ul>				
<b>Sentence Work</b>	<ul style="list-style-type: none"> <li>• Understand and use effective vocabulary typical of informal and formal speech.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use verb tenses consistently and correctly throughout their writing.</li> <li>• Use the semi-colon, colon and dash.</li> <li>• Use a wide range of compound and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the passive to affect the presentation of information in a sentence.</li> <li>• Link ideas within and across paragraphs using a wide range of cohesive devices.</li> <li>• Understand how hyphens can be used to avoid ambiguity.</li> <li>• Use the perfect form of verbs to mark relationship of time and clause.</li> <li>• Use layout devices eg. headings, subheadings, bullets or tables.</li> <li>• Rule of three for speech writing.</li> <li>• Concise emotive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between structures typical of informal and formal speech.</li> <li>• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise an assured and conscious control over levels of formality.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the metre used in Shakespeare's work.</li> </ul>
<b>Word Work</b>	<ul style="list-style-type: none"> <li>• Use technical vocabulary.</li> <li>• Understand synonyms and antonyms.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes involving a hyphen.</li> <li>• Add suffixes beginning with vowel letters to words ending in –fer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a thesaurus with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between homophones and other words that are often confused.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use the rhyming patterns within Shakespeare's work.</li> <li>• Use technical vocabulary that is product specific.</li> </ul>

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