

## Year 6 Long Term English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Write to:</b> <b>ENTERTAIN</b> <b>INFORM</b>	<b>Write to:</b> <b>ENTERTAIN</b> <b>PERSUADE</b>	<b>Write to:</b> <b>ENTERTAIN</b> <b>DISCUSS</b>	<b>Write to:</b> <b>ENTERTAIN</b> <b>PERSUADE</b>	<b>Write to:</b> <b>ENTERTAIN</b> <b>PERSUADE</b> <b>DISCUSS</b>	
<b>Texts</b>  <b>Add book titles to promote Cultural Capital</b>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Settings</li> <li>Creating an atmosphere</li> <li>Characterisation</li> </ul> <p>Writing to inform:</p> <ul style="list-style-type: none"> <li>Newspaper Report</li> </ul>	<p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> <p>Writing to persuade:</p> <ul style="list-style-type: none"> <li>Speech-charity choice</li> </ul>	<p>(SATS EVIDENCE)</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Story Genres</li> <li>Settings</li> <li>Creating an atmosphere</li> <li>Characterisation</li> <li>Classic Poems</li> </ul> <p>Writing to discuss:</p> <ul style="list-style-type: none"> <li>Balanced discussion</li> </ul>	<p>(SATS EVIDENCE)</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> <p>Writing to persuade:</p> <ul style="list-style-type: none"> <li>Letter</li> </ul>	<p>(SATS EVIDENCE)</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> <li>Shakespeare</li> <li>Setting Descriptions</li> <li>Narrative</li> </ul> <p>Writing to inform:</p> <ul style="list-style-type: none"> <li>Leaflets</li> </ul> <p>Writing to discuss:</p> <ul style="list-style-type: none"> <li>Review of a product</li> </ul>	
<b>Spoken Language</b>						
<b>Word Reading</b>						
<b>Reading Comprehension</b>						
<b>Generic Writing Statements (continuous objectives)</b>	<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>					
<b>Composition Work</b>	<ul style="list-style-type: none"> <li>Plan writing of narratives with consideration of how</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing</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>	<ul style="list-style-type: none"> <li>Embedding earlier objectives</li> </ul>	

	<p>authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <ul style="list-style-type: none"> <li>• Draft and write narratives describing settings, characters and atmosphere.</li> <li>• Integrate dialogue to convey character and advance the action.</li> </ul>	<p>and choose the appropriate register(GD).</p> <ul style="list-style-type: none"> <li>• Revise use of the second person pronoun in persuasive writing.</li> <li>• Use hyperbole in persuasive writing.</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> </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>• Embedding earlier objectives</li> </ul>
<b>Word Work</b>	<ul style="list-style-type: none"> <li>• Use technical vocabulary.</li> <li>• Understand synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes involving a hyphen.</li> <li>• Add suffixes beginning with vowel letters to</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>• Embedding earlier objectives</li> </ul>

	<ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words.</li> </ul>	<p>words ending in –fer.</p>			
<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> </ul>