

YEAR 6 ENGLISH LONG-TERM PLAN 2021-22

	AUTUMN 1 Week 1 – 2 days 7 full weeks 3x units plus poetry	AUTUMN 2 Week 1 – 4 days 6 full weeks Week 8 – 3 days 3x units plus Writing Week	SPRING 1 Week 1 – 2 days 5 full weeks 2x units plus poetry	SPRING 2 6 full weeks 3x units	SUMMER 1 Week 1 – 4 days Week 2 – full week Week 3 – 3 days Weeks 4-6 full weeks 3x units	SUMMER 2 6 full weeks Week 7 – 2 days 2x units plus poetry and transition
AUTHOR FOCUS	Trash- Andy Mulligan and Holes Louise Sachar		Wonder- R.C. Palacio OR The Hunger Games -Suzanne Collins		Harry Potter- Follow on from Y5	
TEXT FOCUS	LOSS/BEREAVEMENT FOCUS TEXT: Small Things (Mel Tregonning) x 2 wks Trash x 2 wks Deer Description x 2 wks Poetry x 1 wk	Holes Louise Sachar x 2 wks Christmas report x 1 week The Piano flashback story x 2 wks ASSESSMENT WEEK x 1 wk	Macbeth x 5 wks	Wonder - R. C. Palacio x 4 wks ASSESSMENT WEEK x 1 wk WRITING WEEK x 1 wk	Various Literacy Shed Clips	ASSESSMENT WEEK x 1 wk TRANSITION x 1 wk ENTERPRISE x 1 wk Poetry x 1 wk
PERSUADE (at least one per term)	Balanced argument (Trash)		Letter - Lady Macbeth to Macbeth	School prospectus	Letter (Turtles or Holiday Complaint)	Revisiting and re-drafting of pieces from earlier in the year in preparation for moderation Flashback Story Poetry
ENTERTAIN	Small Things retell of a picture book (Mel Tregonning) x 2 wks Majestic Deer Description (Pobble)	Narrative – Flashback story on The Piano (Literacy Shed) Letter from Camp (Holes)	Description of starting scene of Macbeth	Wonder Diary entry	Story opening using ‘haunted scene’ Literacy Shed clip	
INFORM/ EXPLAIN (at least one per term)		Christmas non-chronological report		Explanation text- Educational toy	Newspaper Report	
POETRY (x1 week)	Beyond the Lines Poetry (Literacy Shed)		Lady Macbeth Poetry (Poetry Foundation)		Newspaper report on climate change	
PUBLISHED PIECE (x6)	Balanced Argument - Is Homework Important?	Non-chron report	Description based upon a setting from Macbeth	Diary entry	Various Literacy Shed Clips	Moderation Pieces

<p>ASSESSED PIECE (x3)</p>		<p>Flashback story</p>		<p>School prospectus</p>		
<p>RANGE</p>	<ul style="list-style-type: none"> • R1 Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • R2 Reading books that are structured in different ways and reading for a range of purposes • R3 Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • R4 Recommending books they have read to their peers, giving reasons for their choices • R5 Identifying and discussing themes and conventions in and across a wide range of writing • R6 Making comparisons within and across books • R7 Learning a wider range of poetry by heart 					
<p>READING COMPREHENSION</p>	<ul style="list-style-type: none"> • RC1 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • RC2 Asking questions to improve their understanding • RC3 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • RC4 Predicting what might happen from details stated and implied • RC5 Summarising the main ideas from more than one paragraph, identifying key supporting details • RC6 Identifying how language, structure and presentation contribute to meaning • RC7 Discussing and evaluating how authors use language, including figurative language, and the impact on the reader • RC8 Distinguishing between statements of fact and opinion • RC9 Retrieving, recording and presenting information from non-fiction <p>KS2 Content Domains</p> <ul style="list-style-type: none"> • 2a Give / explain the meaning of words in context • 2b Retrieve and record information / identify key details from fiction and non-fiction • 2c Summarise main ideas from more than one paragraph • 2d Make inferences from the text / explain and justify inferences with evidence from the text • 2e Predict what might happen from details stated and implied • 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g Identify / explain how meaning is enhanced through choice of words and phrases <p>2h Make comparisons within the text</p>					
<p>PUNCTUATION AND GRAMMAR</p>	<p>Sentence</p> <ul style="list-style-type: none"> • S1 Identify and use main and subordinate clauses accurately • S2 Write complex sentences using an embedded clause beginning with <i>who, which, where, whose, when</i> or <i>that</i>, or with an implied relative pronoun • S3 Use rhetorical questions to engage the reader • S4 Understand differences between formal and informal structures in speech and writing - using non-standard forms in speech, question tags (<i>he's good, isn't he?</i>) and subjunctive forms (<i>it is important that you be present at the meeting</i>) • S5 Use the passive form to affect the presentation of information in a sentence <p>Word</p> <ul style="list-style-type: none"> • W1 Use expanded noun phrases to add detail or convey complicated information (<i>new baker's shop on the green</i>) • W2 Use modal verbs (<i>may, might, should</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility • W3 Converting nouns or adjectives into verbs using suffixes (eg. -ate, -ise, -ify) • W4 Know how some words are related by meaning – synonyms and antonyms (<i>big, large, little</i>) <p>Punctuation</p> <ul style="list-style-type: none"> • P1 Use and punctuate direct and reported speech accurately and know the difference between the two • P2 Use commas to clarify meaning or avoid ambiguity • P3 Use brackets, dashes or commas to indicate parenthesis • P4 Use hyphens to avoid ambiguity (<i>best-dressed boy</i>) where individual words could cause confusion • P5 Use ellipsis appropriately • P6 Use a colon to introduce a list • P7 Use semi-colons, colons or dashes to mark boundaries between main clauses • P8 Punctuate bullet points consistently 					

	<p>Text</p> <ul style="list-style-type: none"> • T1 Use conjunctions (<i>eg. despite, after that, although, therefore</i>) to build cohesion within a paragraph • T2 Use a wider range of conjunctions – <i>meanwhile, however, on the other hand</i> – to link ideas across paragraphs • T3 Apply rules of Standard English accurately and consistently: <ul style="list-style-type: none"> - agreement between nouns/pronouns and verbs - consistency of tense and subject - avoidance of double negatives - avoidance of slang
<p>WRITING COMPOSITION</p>	<ul style="list-style-type: none"> • WC1 Identifying audience/purpose, selecting the appropriate form and using similar writing as models • WC2 Noting and developing initial ideas, sometimes drawing on reading and research • WC3 In narrative writing, considering how authors have developed characters and settings • WC4 Selecting appropriate grammar and vocabulary, understanding the effect on meaning • WC5 In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • WC6 Précising longer passages • WC7 Using a wide range of devices to build cohesion within and across paragraphs • WC8 Using further organisational/presentational devices to structure text and guide the reader (<i>eg. headings, bullet points, underlining, columns, tables</i>) • WC9 Assessing the effectiveness of their own and others' writing • WC10 Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning • WC11 Distinguishing between the language of speech and writing • WC12 Proof-reading for spelling and punctuation errors
<p>SPELLING</p>	<ul style="list-style-type: none"> • SP1 Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • SP2 Words ending in –able and –ible, words ending in –ably and –ibly • SP3 Adding suffixes beginning with vowel letters to words ending in –fer • SP4 Use of the hyphen • SP5 Words with the /i:/ sound spelt ei after c • SP6 Words containing the letter-string ough • SP7 Words with 'silent' letters (<i>i.e. letters whose presence cannot be predicted from the pronunciation of the word</i>) • SP8 Homophones and other words that are often confused <p>SP9 Revision of objectives and words contained within word list</p>
<p>HANDWRITING</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • H1 choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters <p>H2 choosing the writing implement that is best suited for a task (<i>eg. quick notes, letters</i>)</p>
<p>SPOKEN LANGUAGE</p>	<p>SL 1 – INSTRUCTIONS SL2 – DISCUSSION SL3 – EXPLANATION SL4 – REASONING SL5 – NEGOTIATION SL6 - PERSUASION SL7 – NARRATIVE (LINKED TO READING OBJECTIVES BELOW)</p> <ul style="list-style-type: none"> • SL7A Discussing books, building on their own and others' ideas and challenging views courteously • SL7B Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • SL7C Providing reasoned justifications for their views • SL7D Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <ul style="list-style-type: none"> • SL7E Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	Biography
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)	
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)	
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)	
	Stories with familiar settings	Retell event		
	Myths	Biography		
	Legends	Autobiography		
	Fables			
	Stories from other cultures			
	Adventure			
	Mystery			
	Issue / dilemma			
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 			
	Imaginary world / Sci-fi			
	Flashback/ Flashforwards			
	Write the poem as a story			
Alternative story ending				