

ENGLISH LONG TERM PLAN - YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SPELLING Follow Stage 6 assertive mentoring	6:1 – prefixes 6:2 – homophones 6:3 –adjectives 6:4 – vowels	6:5 – vowels 6:6 – consonants 6:7 – uni, bi, tri	6:8 – circ, tele, trans 6:9 – min, mag, multi 6:10 – tract, struct 6:11 – en, ify, ate	6:12 – ness 6:13 – ity, ility 6:14 – ial, ious	6:15 – form, trust 6:16 – joy, agree 6:17 – cover, act	6:18 – assist, light 6:19 – child, sign 6:20 – take, help
Reading – word reading	READ & SPELL COMMON EXCEPTION WORDS: Accommodate According Apparent Attached Awkward Bruise Community Conscience convenience	READ & SPELL COMMON EXCEPTION WORDS Definite Develop Embarrass Familiar Harass Interfere Marvellous Necessary occupy	READ & SPELL COMMON EXCEPTION WORDS Opportunity Programme Recommend Variety Correspond Dictionary Language Average forty	READ & SPELL COMMON EXCEPTION WORDS Conscious Environment Equipment Muscle Physical Existence Foreign Lightning ancient	READ & SPELL COMMON EXCEPTION WORDS Foreign Government Parliament Profession Secretary Soldier Restaurant Temperature vegetable	READ & SPELL COMMON EXCEPTION WORDS Communicate Criticise Exaggerate Explanation Thorough Individual Guarantee immediately
Reading Comprehension Look at the types of questions on the reading progression document to see how the questioning changes/extends from half term to half term. RED A AND B BOOKS ON BUG CLUB GREY A 3 TERMS, GREY B 3 TERMS	LITERAL COMPREHENSION Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. INFORMATION RETRIEVAL Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. MAKING INFERENCES Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. PREDICTION Predict what might happen from details based on character and/or setting, identifying the evidence in the text.	PERSONAL RESPONSE AND EVALUATION OF A TEXT Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why. PERFORMANCE With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary. RANGE OF TEXTS Identify and discuss themes and conventions in and across two related books they have read.	MAKING INFERENCES Answer questions about similarities and differences between two books on a similar topic. VOCABULARY DEVELOPMENT Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). RANGE OF TEXTS Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children.	LITERAL COMPREHENSION Ask questions to improve understanding of a text. INFORMATION RETRIEVAL Start to select information independently from more than one source and often summarise it (in speech or note form). MAKING INFERENCES Make comparisons within and across books. PERSONAL RESPONSE AND EVALUATION OF A TEXT Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. LITERARY LANGUAGE When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.	LITERAL COMPREHENSION Use knowledge of idiom and figurative language to help understand meaning of a text. SEQUENCING Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. MAKING INFERENCES Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. PERSONAL RESPONSE AND EVALUATION OF A TEXT Provide reasoned justifications for their views. PERFORMANCE Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. VOCABULARY	LITERAL COMPREHENSION Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. INFORMATION RETRIEVAL Retrieve, record and present information from fiction and non-fiction. ACCURACY Check that text makes sense, discussing their understanding and explaining the meaning of words in context. MAKING INFERENCES Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. PREDICTION Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details

	<p>LITERARY LANGUAGE Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.</p> <p>TEXT STRUCTURE Identify how structure and presentation contribute to meaning in an increasing range of text types.</p>				<p>DEVELOPMENT Take part in discussion to explore words with different or similar meanings, based on their reading.</p> <p>RANGE OF TEXTS Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>TEXT STRUCTURE Read books that are structured in different ways, and read for a range of purposes.</p>	<p>from the text and their wider reading.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.</p> <p>PERFORMANCE Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.</p> <p>LITERARY LANGUAGE Discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p>RANGE OF TEXTS Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>TEXT STRUCTURE Identify how language, structure and presentation contribute to meaning.</p>
<p>Writing</p> <p>Throughout the year: rehearse my sentences before I write</p> <p>I can proof-read my work and edit for spelling, punctuation and grammar.</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>use the diagonal and horizontal strokes that are needed to join letters</p> <p>Understand which letters, when next to each other, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type</p> <p>I can use headings, subheadings , columns, bullets or tables to structure a text (link to foundation subjects – Esafety - anti</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>I can use informal and formal speech and structures appropriately (Day the Crayons Quit and Night of the Gargoyles)</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>I can use informal and formal speech and structures appropriately (Formal writing – SATS discussions – should primary</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>(START TO COLLATE EVIDENCE FOR MODERATION)</p> <p>I can start sentences with</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>CONTINUE TO COLLATE EVIDENCE FOR MODERATION</p>

<p>I can suggest and make improvements to my own work and others' work.</p> <p>Use the appropriate grammar and vocab for the audience and purpose.</p> <p>Ensure the consistent tense is used throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Choose vocab to engage and impact on the reader.</p>	<p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>In narratives, integrate description, action and dialogue to convey character and plot.</p> <p>REVISE AND USE – I can use paragraphs to organise my writing</p> <p>I can start sentences in different ways - REVISION (e.g. – ed verbs, - ing starters, similes, fronted adverbials to tell the reader how, when or where)</p> <p>I can use relative clauses with who, which, where, why or whose</p> <p>I can use concise expanded noun phrases to add details and create a clear picture for my reader.</p>	<p>bullying week)</p> <p>TEACH - I can link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase or grammatical connections (e.g. Us of adverbials – such as, on the other hand, in contrast and as a consequence)</p> <p>I can start sentences with a range of subordinating conjunctions.</p> <p>RECAP: I can use a range of figurative language (simile, metaphor, personification)</p>	<p>e.g. the difference between informal and formal speech e.g. said versus reported, alleged or claimed in formal speech in writing.</p> <p>I can start sentences with a range of fronted adverbials (how, when, where)</p>	<p>school children have to sit the SATS?)</p> <p>I can start sentences with – ed, ing, -ly.</p> <p>RECAP: I can use modal verbs to indicate degrees of possibility (see Y5)</p>	<p>adjectives.</p> <p>I can start sentences with a range of subordinating conjunctions.</p>	
<p>Punctuation</p>	<p>Revise KS2 grammar Nouns, verbs, adverbs, expanded noun phrases and prepositions, synonyms and antonyms</p> <p>I can use bullet points consistently to list information</p> <p>I can use hyphens to avoid ambiguity e.g man eating shark versus man-eating shark.</p> <p>I can use elipsis</p>	<p>I can use semi-colons e.g. It's raining; I'm fed up</p> <p>Also teach to demarcate longer items in a list e.g Charlotte has long, brown hair; wears and green, polka-dotted dress and ballerina pumps with a diamante brooch on the front of them.</p> <p>I can use colons in a list.</p> <p>I can use dashes</p>	<p>I can identify adverbial phrases</p> <p>I can identify personal, relative and possessive pronouns</p>	<p>I can use the active voice</p> <p>I can use the passive voice to affect the presentation of information in a sentence (e.g I broke the window in the greenhouse changes to The window in the greenhouse was broken by me)</p>	<p>I can use the subjunctive where appropriate in formal writing and speech e.g. If I were to insist It is essential that he be available</p> <p>SATS TESTS</p>	<p>Application of taught skills.</p>

MORE ABLE WRITERS

WORDS/VOCAB

- Convert words into nouns (nominalisation) to convey precise, concise information: **was cancelled – cancellation is important – the importance**
- Use specific features to create impact on the reader: **figurative language, metaphor, personification etc.**

SENTENCE STRUCTURE

- Use a range of sentence types for impact and effect.
- Expand noun phrases with precision to convey information precisely: **The cancellation of the Egyptian exhibition and the closure of the West Wing.. The burning of the forest....**
- Use the passive mood to change perspective or point of view: **Active – The Viking invaders destroyed the castle. Passive – The castle was destroyed by the Viking invaders. The castle was destroyed.**
- Use the subjunctive in the most formal writing: **If I were to win the lottery, I would travel the world.**
- Use rhetorical questions as a persuasive device.

TEXT STRUCTURE

- Use different narrative structures and techniques according to the text type: horror, adventure etc.
- Use paragraphs effectively to link ideas within and across paragraphs.

Non narrative:

- Understand the range of non-narrative text types, how they are organised and the degree of formality required.
- Use a range of appropriate cohesive devices to link ideas across texts.

Use appropriate techniques to engage the reader:

- Opening hook
- Rhetorical questions
- Personal comment
- Varied conclusions

PUNCTUATION

- Colon and semi-colon to control meaning and effect of sentences