

LONG TERM ENGLISH PLAN Year 6

	Block 1	Block 2	Block 3
Texts	<p>Non-Fiction texts: Secondary source texts for Science, History and wider foundation curriculum Explaining and concluding Science Persuasion Discussion Chronological and non- chronological report writing.</p>	<p>Non-Fiction texts: Secondary source texts for Science, History and wider foundation curriculum Explaining and concluding Science Persuasion Discussion Chronological and non- chronological report writing. Film synopsis</p>	<p>Francis and Alma (Literacy shed)</p> <p>Non-Fiction texts: Formal letter writing (combining discussion, explanation and persuasion) Chronological and non -chronological report writing. Secondary source texts for Science, History and wider foundation curriculum</p>
Poetry Focus	<p>Descriptive poetry-, The Sound Poem, Dark Sky Park, Snow Leopard others that incorporate figurative technique. The Tyger, Invictus and Jabberwocky</p>	<p>Narrative poetry: The Lady of Shalott The raven Edgar Allen Poe</p>	<p>Classic Poetry The Moment Ozymandias</p>

<p>Written Outcome</p>	<ul style="list-style-type: none"> ● Descriptive Poetry ● Setting Description ● Character Descriptive ● Narrative Writing ● Imitate, innovate and independent writing encompassing planning and redrafting 	<ul style="list-style-type: none"> ● Shakespeare Focus-letter writing, persuasive writing and shifts in formality ● Non –Chronological report about radar ● Diary ● Biography ● Time slip ● Plan, draft, revise, refine and proofread 	<ul style="list-style-type: none"> ● To make inferences and express viewpoint ● Character analysis and description ● Setting description ● Narrative-Adventure ● Narrative-Timeslip ● Plan, draft, revise, refine and proofread 	<ul style="list-style-type: none"> ● Persuasion-argument format ● Discussion-Speech format ● Chronological reports ● Developing abilities to plan, draft, revise, refine and proofread 	<ul style="list-style-type: none"> ● Write for a range of purposes and audiences. Refining and revising fiction and non-fiction styles ● Plan, draft, revise, refine and proofread with independence and confidence ● Formal letter writing
<p>Sentence Focus</p>	<ul style="list-style-type: none"> ● Developing a range of uses for different sentence types in different text types, including hybrid texts. Thinking about the appropriateness of these to the purpose/audience. ● Linking sentence types in texts to the levels of formality required. Link with Standard English. ● Making links with modal verbs and apostrophes for contractions when writing dialogue. ● Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. ● Use of commas to clarify meaning or avoid ambiguity. ● How words are related by meaning as synonyms and antonyms (for example, big, large, little). 	<ul style="list-style-type: none"> ● Developing understanding around which subordinate structures are relative clauses and which are adverbial clauses. ● Understanding how to use a range of punctuation marks appropriately. ● Make appropriate choices about subordination. pupils to be encouraged to think about a mix of subordinate clauses, with a variety of word orders: ● adverbial clauses starting with main clause ● adverbial clauses starting with subordinate clause ● non-finite clauses starting with main clause ● non-finite clauses starting with subordinate clause ● multi-clause structures (e.g. power of three, mix of compound and complex). 	<ul style="list-style-type: none"> ● Continuing to work on correct subject and object pronouns in speech (where Standard English is required) and writing. Choice of noun/noun phrase will also be important when writing more formal texts. ● Consolidating work on not using noun phrases as a formula, but considering their effect on the reader. ● Consolidating work on who or what the sentence is about (the subject) and who or what is affected in a sentence (the object). This will consolidate work on passive verbs. ● Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify). ● Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) 	<ul style="list-style-type: none"> ● Developing adjectival phrases in complement slots using the power of three: ● Pupils will be exposed to a wider range of connecting adverbials, which are used for different purposes in different text types. They may be unsure which conjunct to use in which text type and end up making inappropriate choices – for example, using more formal conjuncts (connecting adverbs) used for non-fiction texts (furthermore, nevertheless, moreover) inappropriately in fiction. ● Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).) ● Consolidate KS2 verb forms 	<ul style="list-style-type: none"> ● Indicating degrees of possibility using adverbs (for example, perhaps, surely). ● Devices to build cohesion within a paragraph (for example, then, after that, this, firstly). ● Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly). ● Developing subject– verb inversion after fronted adverbials of place: Over the hills, through the forests and beyond the river flew the silver dragon. ● Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. ● Link the teaching of modal verbs to the use of apostrophes for contractions where applicable ● Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis. ● Ellipsis as an alternative to repetition can be introduced when

		<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 	<ul style="list-style-type: none"> Consolidate subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Revisit verb tenses for past perfect and past progressive 		<p>writing dialogue. Pupils should problem- solve examples</p> <ul style="list-style-type: none"> to decide what information has been missed out and how the structure works.
Text Focus	<ul style="list-style-type: none"> Read whole class novel for confidence and fluency Identify how language structure and presentation contribute to meaning Summarise main ideas and key details from more than one paragraph Discuss and evaluate how authors use of language impact on the reader Understand how authors get the balance right in texts: not too many questions in a piece of 	<ul style="list-style-type: none"> Identify themes and conventions in and across a range of texts Find and select quotes for justification Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text Understanding which conjuncts (connecting adverbs) are appropriate for different text types. It will help to collect appropriate conjuncts (connecting adverbs) for each text type and discuss how they help 	<ul style="list-style-type: none"> Read and comprehend a wider range of texts from our literary heritage, other cultures and traditions Oral retellings of stories Book reviews or personal responses Character studies Drama and role-play Perform a Poetry Learn by heart poetry Listen to and discuss poetry 	<ul style="list-style-type: none"> Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use of language impact on the reader Techniques to move the plot forward such as using dialogue Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for 	<ul style="list-style-type: none"> Poetic devices Predict what might happen from details implied Discuss with clear reasoning books Provide reasoned justifications for viewpoints. Discuss and evaluate how authors use of language impact on the reader Identify themes and conventions in and across a range of texts

	<p>writing for a specific purpose</p> <ul style="list-style-type: none"> • using a mix of different sentence types in dialogue, but with a balance of dialogue and narrative • developing instructional writing through blending the imperative voice with authoritative and advisory adverbials. 	<p>the text to flow for the reader.</p> <ul style="list-style-type: none"> • Techniques to move the plot forward such as using dialogue • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis 		<p>example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p>	
Punctuation Focus	<ul style="list-style-type: none"> • Punctuating simple, compound and complex sentences accurately. • Apostrophe for contraction and possession • Consolidate using speech punctuation and layout correctly. 	<ul style="list-style-type: none"> • How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover). • Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses. • Use of the semi- colon, colon and dash to mark the boundary between independent clauses • Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Cohesion using ellipsis • Consolidate using speech punctuation and layout correctly. • Brackets, dashes or commas to indicate parenthesis. • Consolidation of the full range of punctuation taught at KS2 	<ul style="list-style-type: none"> • Developing punctuation use in relative clauses. • Consolidate accurate punctuation of a range of sentence types • Consolidation of the full range of punctuation taught at KS2 	<ul style="list-style-type: none"> • Consolidation of brackets, ellipsis, dashes and hyphen • Revision of comma use to clarify meaning • Apostrophe consolidation • Consolidation of speech layout and punctuation
Spelling Focus	<ul style="list-style-type: none"> • Statutory words: profession, sufficient, correspond, apparently, opportunity, foreign, amateur, guarantee, hindrance, bargain, vehicle, mischievous, queue 		<ul style="list-style-type: none"> • Statutory words: language, leisure, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical, 		<ul style="list-style-type: none"> • Statutory words: government, conscience, twelfth, conscious,

	<ul style="list-style-type: none"> • Suffixes: ing, ed, est, er, ant, tion, y, ous, ful, less, ment, ness, ly • Special focus -letter string 'ough' • Proofreading • Using a dictionary for meaning, spelling, synonyms and antonyms. • Special focus- Homophones: principal, principle, bridal, bridle, proceed, precede, weary, wary • Syllables • Dictation • Graphemes 	<p>available, category, existence, controversy, explanation, identity, variety, ancient</p> <ul style="list-style-type: none"> • 'sh' sound spelt 'ti' or 'ci', 'si' or 'ssi' • Spellings 'ei' or 'ie' • graphemes • Homophones: morning, mourning, assent, ascent, compliment, complement, draft, draught • silent letters: calm, half, gnome, autumn, climb, guest, talk, guilt, knee, lamb, know, doubt, whistle, solemn, guess, knowledge, gnaw, rustle • Dictation • Using a dictionary for meaning, spelling, synonyms and antonyms. 	<p>environment, parliament, shoulder, soldier</p> <ul style="list-style-type: none"> • Special focus hyphens • suffix: ible and -able • Pluralisation of nouns • graphemes • Proofreading common mistakes apostrophe for contraction • Dictation • Using a dictionary for meaning, spelling, synonyms and antonyms. • Homophones: noun/verb confusion eg: advice/advise
<p>Cross-Curricular writing links</p>	<p>Diary Non-chronological report Newspaper report Biography</p>	<p>Chronological report Out of Africa Persuasive writing-travel leaflet visit Africa Balanced argument- Should slavery be abolished? and Should the benin bronzes be returned?</p>	<p>Suspense Narrative Poem Formal letter Oh I do like to be by the seaside.</p>