Year 6 English Long Term Plan

	Autumn 1 7 weeks	Autumn 2 7 weeks	
Curriculum Areas	Great Britain – World War Two The Circulatory System	Survival – Evolution and Adaptation World Trade	
CLPE Texts	Goodnight Mister Tom (5 weeks)	Ice Trap (3 weeks)	The Highwayman (3 weeks)
Writing Outcomes	- Debate writing - Drawing and annotating - Letter writing - Thought, feeling and speech bubbles - Poetry - Role on the Wall / Double Bubble - Diary entries - Postcards - Story maps - Questions for hot-seating - Newspaper writing - Book reviews	- Drawing and annotating - Note writing in role as characters - Reading journals - Text marking - Story mapping - Role play - Character description - List poetry - Letter writing	- Likes, dislikes, puzzles and patterns - Drawing and annotating - Storyboards - Research - Questions for hot-seating - Narratives - Poetry
Grammar Focus	Revision of objectives Year 1 - 3: See below for all objectives – after assessment identify key objectives for revision.	Revision of objectives Year 4 - 5: See below for all objectives – after assessment identify key objectives for revision.	- How words are related by meaning as synonyms and antonyms - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within a list

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	Spring 1 5 weeks	Spring 2 6 weeks
Curriculum Areas	**Heroes and Villains** **Classification**	**The Wonders of the World** **Light**
CLPE Texts	**Macbeth** **4 weeks**	**The London Eye Mystery** **6 weeks**
Writing Outcomes	• Letter writing • Writing and performing poetry • Note writing for report • Advertising posters • Recounts • Tickets • Play scripts • Invitations • Prophecies • Reviews	• Diary/journal entries • Persuasive speech • Explanatory booklet • Police report • Free verse poetry • Formal letter • Newspaper report • Television news speech • Restricted form poetry: Nonet and Haiku • Advertisement • Poetry – Iambic Pentameter / Sonnet • Narrative
Grammar Focus	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • The difference between structures typical of informal speech and structures appropriate for formal speech and writing	• Link ideas across paragraphs using a wider range of cohesive devices, including adverbials and ellipsis • Use of the passive to affect the presentation in a sentence.

	Summer 1 6 weeks	Summer 2 6 weeks

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Curriculum Areas	The Tudors Electricity	Coasts Famous Scientists
CLPE Texts	**Suffragette: The Battle for Equality** **6 weeks**	**The Journey** **5 weeks**
Writing Outcomes	- Tell Me' book talk responses - Reading Journal - Research notes and mind maps - Timeline - Pen portraits - Biographies - Speeches - Persuasive letters and responses - Prison letters and accounts - Petition - Eyewitness accounts - Newspaper report – with bias - Banners and slogans - Posters, flyers and pamphlets - Flags, badges and sashes - Song lyrics for an anthem - Persuasive text of choice: letter, poster, blog, petition, film script	- Annotations - Text marking - Note taking - Captions - Poetry - Writing in role - Persuasive letter - Book/booklet/leaflet - Collection of short stories - Class newspaper - Documentary script - Lyrics - Argument - Emotive letter - Extension to narrative
Grammar Focus	- Layout devices - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity	Revision of Year 6 grammar objectives. See below for all objectives – after assessment identify key objectives for revision.

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Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or undoing: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard, superman*] Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –*ly* in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	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*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

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Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	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]

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Year 6: Detail of content to be introduced (statutory requirement)	
Text	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**
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points