

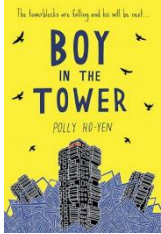
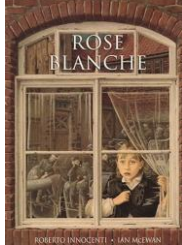
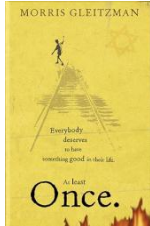


English Long-Term Plan

Year 6

2026-2027



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 The Boy in the Tower by Polly Ho-Yen		 Rose Blanche by Ian McEwan	 Once by Morris Gleitzman	 The Explorer by Katherine Rundell	 The Promise by Nicola Davies
WE - Setting description linked to topic or text	WE -Descriptive Recount - diary or letter	WI - Diary	WD - Balanced argument	WE - Descriptive extended piece	WP - Persuasion - Emotive Speech
Success Criteria Use precise nouns Include sensory imagery Use figurative language Vary sentence structures Create atmosphere Show, don't tell	Success Criteria Analytical Reflection Impact & Evaluation Cohesive Structure Formal Register Varied Sentence Length Emotional Depth	Success Criteria Analytical Reflection Impact & Evaluation Cohesive Structure Formal Register Varied Sentence Length Emotional Depth	Success Criteria Title Introduction Developed arguments Counter arguments Persuasive Techniques Conclusion	Success Criteria Use precise nouns Include sensory imagery Use figurative language Vary sentence structures Create atmosphere Show, don't tell	Success Criteria Title Hook Persuasive Voice Rhetorical Question Logical Arguments Powerful Ending
SPaG to Teach Expanded noun phrases with multiple modifiers Fronted adverbials for atmosphere Cohesion across paragraphs Precise vocabulary choices	SPaG to Teach Shifts in formality Adverbials of time & reflection Cohesion through personal voice Perfect tense forms (present & past perfect)	SPaG to Teach First-person viewpoint Emotive language Shifts in formality Cohesion through reflection	SPaG to Teach Formal conjunctions (nevertheless, furthermore, consequently) Passive voice for objectivity Adverbials of certainty Paragraphs structured by viewpoint	SPaG to Teach Advanced noun phrases for atmosphere Manipulating clause structures Cohesion across longer texts Precise vocabulary for tone	SPaG to Teach Rhetorical devices Emotive vocabulary Formal tone for speeches Cohesion for argument
SPaG to review Relative clauses Parenthesis Adverbials Sentence variety	SPaG to review Modal verbs Relative clauses Parenthesis	SPaG to review Perfect tense Parenthesis Relative clauses	SPaG to review Colons semi-colons Parenthesis Relative clauses	SPaG to review Semi-colons Colons Hyphens Parenthesis	SPaG to review Passive voice Modal verbs Adverbials



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WI - Letter	WE - openings description	WE - Poetry	WI - Non-Chronological Report	WI - Informal Letter	WI - Diary
Success Criteria Application or persuasive letter Emotional Impact Formal Register Structured Argument Audience awareness Conclusion	Success Criteria Use precise nouns Include sensory imagery Use figurative language Vary sentence structures Create atmosphere Show, don't tell	Success Criteria Tic form (e.g. Haiku, Sonnet) Symbolism Tone & Mood Figurative Language Structure for Impact Perform with meaning	Success Criteria Analytical Commentary Varied Sentence types Embedded Clauses Evaluative Language Logical Organisation Impactful introduction & Conclusion	Success Criteria Application or persuasive letter Emotional Impact Formal Register Structured Argument Audience awareness Conclusion	Success Criteria Analytical Reflection Impact & Evaluation Cohesive Structure Formal Register Varied Sentence Length Emotional Depth
SPaG to Teach Formal vs informal register First-person viewpoint Modal verbs for persuasion Cohesive devices for viewpoint	SPaG to Teach Sentence manipulation for effect Hyphens for precision Colons for description Semi-colons in complex sentences	SPaG to Teach Extended metaphor Symbolism Sentence structures for impact Hyphens for compound adjectives	SPaG to Teach Passive voice Formal register Colons & semi-colons Organisational devices (subheadings, bullet points, diagrams)	SPaG to Teach Shifts in formality First-person viewpoint Adverbials of time & emotion Cohesion through voice	SPaG to Teach First-person narrative voice Shifts in formality Perfect tense forms Cohesion through reflection
SPaG to review Expanded noun phrases Fronted adverbials Parenthesis	SPaG to review Expanded noun phrases Adverbials Cohesion	SPaG to review Expanded noun phrases Adverbials Cohesion	SPaG to review Technical vocabulary Adverbials Cohesion	SPaG to review Modal verbs Relative clauses Parenthesis	SPaG to review Parenthesis Relative clauses Expanded noun phrases
PVPG Writing focus: setting description, recount PVPG focus: • Perfect tense • Advanced adverbials • Clause manipulation for tone		PVPG Writing focus: diary, balanced argument PVPG focus: • Passive voice • Formal conjunctions • Embedded clauses		PVPG Writing focus: extended description, persuasion, diary PVPG focus: • Rhetorical clause structures • Extended cohesion • Advanced relative clauses	

You must replace one of these with a recount from a visit or visitor that you have done.

☐ Grey boxes indicate that these pieces are the ones that should be written as a best piece for the Writing Journal. There should be 7 final pieces. Your 7th piece should be a recount of something they have done in school Which can be swapped for one of the above



English Long-Term Plan
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National Curriculum Coverage



English Long-Term Plan

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Year 5/6

Statutory requirements
Spelling (see English Appendix 1)
Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.

Statutory requirements
Handwriting and presentation
Pupils should be taught to:
- write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.

Statutory requirements
Pupils should be taught to:
- plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Statutory requirements
Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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

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]
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

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.

Spelling
Revision of work done in previous years
Endings which sound like /ʃəs/ spelt -cious or -tious, Endings which sound like /əʊ/, Words ending in -ant, -ance/-ancy, -ent, -ence/-ency, Words ending in -able and -ible Words ending in -ably and -ibly, Adding suffixes beginning with vowel letters to words ending in -fer, Use of the hyphen, Words with the /i:/ sound spelt ei after c, Words containing the letter-string ough, Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word), Homophones and other words that are often confused,