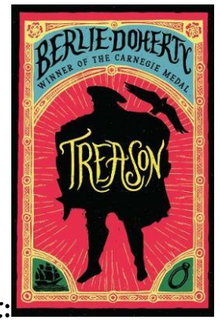
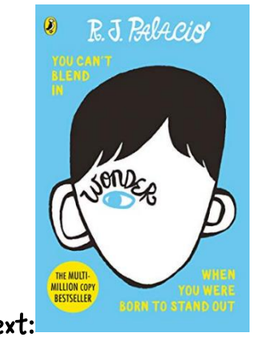
English Long-Term Plan
Year 6
2025-2026

Autumn Topic	Spring Topic	Summer Topic
Text:  Treason by Berlie Doherty	**Text:** Letters from a Lighthouse by Emma Carroll Or Cogheart by Peter Bunzl **and** Rose Blanche by Roberto Innocenti	**Text:**  Wonder by R. J. Palacio
Text types: WE - Setting description linked to topic or text WI -Letter WE - Descriptive recount (Treason) - diary or letter WE - openings description	**Text types:** WI - Diary WE - Poetry WD - Balanced argument WI - Non-Chronological Report	**Text types:** WE - Descriptive piece WI - Informal Letter WP - Persuasion - Emotive Speech WI - Diary
Text Features: Description/Narrative • Expanded noun phrases • Adverbs and adverbials • Subordinate clauses	**Text Features:** Informing and discussing: • Modal verbs • Adverbials - despite, meanwhile ect. • Relative clauses	**Text Features:** Description • Expanded noun phrases • Adverbs and adverbials • Subordinate clauses

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• Begin to use semicolons • Speech - narrative Report • Relative clauses • Subordinate clauses • Colons • Parenthesis • Layout features **SPAG Lesson Coverage:** • Revisit word classes - *noun, verb, adjective, adverb, determiner, preposition, pronoun, conjunction* • Revisit parenthesis • Revisit relative clauses • Revisit subordinate clauses • Revisit punctuating speech New learning: • colon, • semi-colon, • subject and object, • active and passive, • hyphen,	• Passive voice • Parenthesis • Semicolons Poetry • Figurative language - *similes, metaphors, personification, onomatopoeia* Persuasion: • Rhetorical questions • Emotive language • Repetition • Imperative verbs • Subjunctive form • Layout features - leaflet Narrative • Expanded noun phrases • Adverbs and adverbials • Subordinate clauses • Relative clauses • Speech **SPAG Lesson Coverage:** • Revisit word classes - *noun, verb, adjective, adverb, determiner, preposition, pronoun, conjunction* • Revisit a range of clause - subordinate, main, relative • Revisit parenthesis • Revisit a range of punctuation - *semicolon, colon, dash* • Revisit tenses - simple, progressive, perfect • Revisit active, passive, subject, object, • Synonym and antonym, • bullet points, • subjunctive form • ellipsis	• Range of punctuation - semicolons, colons, dashes, parenthesis Informing: • Modal verbs • Adverbials - despite, meanwhile ect. • Relative clauses • Passive voice • Parenthesis • Semicolons Persuasion: • Rhetorical questions • Emotive language • Repetition • Imperative verbs • Subjunctive form • Layout features **No new terms as post SATs - SPAG through writing text features.**

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National Curriculum Coverage

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
  - précising 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.

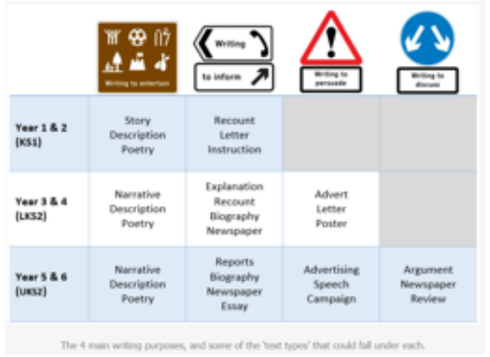
Statutory requirements

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



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 /ʃəl/, 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,