



English Long Term Plan Year 6 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider curriculum focus	Science – Electricity	History – World War Two	Science – Evolution & Inheritance	Geography –North America: New Orleans	Science – Diet & Exercise	Creative arts - Shakespeare
WRITING						
Purpose of writing	To persuade / entertain	To inform	To entertain / persuade To Discuss	To entertain / persuade	To inform	To entertain / discuss
'Driver' Text	Rooftoppers by Katherine Rundell	Rooftoppers by Katherine Rundell	Whitebird by R J Palacio	When the Sky Falls by Phil Earle	Macbeth by William Shakespeare	Macbeth by William Shakespeare
Writing Outcomes	Persuasive Letter – From Charles to Miss Eliot Diary Entry – Journey through Paris	Poem – Matteo (in the style of Shakespeare) Instructions – How to catch a pigeon	3rd Person Narrative – Turning graphic novel to narrative Leaflet – Robinwood	3rd Person Narrative – Travelling through London 1st Person Letter – in role as Joseph	Biography - Shakespeare	Poetry – Shakespearian sonnet Argument – Is Shakespeare still relevant today?
Reading & supplementary texts	Fiction – The Invention of Hugo Cabret by Brian Selznick Non Fiction – Tesla biography	Fiction – The Invention of Hugo Cabret by Brian Selznick Boy at the Top of the Mountain by John Boyne The Arrival by Shaun Tan Non Fiction – Whitebird by R J Palacio 'Up On The Roof' by The Drifters Alternative media Orchestras / Parkour	Fiction - Fox by Margaret Wild and Ron Brooks (picture book) Non Fiction – On The Origin of Species by Sabina Radeva Amazing Evolution: The Journey of Life by Anna Claybourne	Fiction – 7 basic plots Non-fiction - The Princess & the Frog (poem / song lyrics)	Fiction – Twelfth night by Shakespeare Non fiction - A Stage Full of Shakespeare Stories by Angela McAllister & Alice Lindstrom Illumanatomy by Kate Davies Anatomicum: (Welcome To The Museum) by Jennifer Z Paxton	Fiction – Twelfth night by Shakespeare Non Fiction – Information texts on Shakespeare's England
Planned opportunities for oracy (Including	Class debates/courtroom (Charles & Miss Eliot)	Perform instructions	Produce and perform a presentation (7 basic plots)	Drama based on Joseph's journey through London	Shakespearean drama	Shakespearean drama Is Shakespeare still relevant today?



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constructive feedback)						Free choice creative writing
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SPAG Progression

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Spelling	<ul style="list-style-type: none"> Year 5/6 Statutory Words Year 5 & Year 6 UKS2 Full List Challenge words 		<ul style="list-style-type: none"> Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled y The prefix over The suffix -ful Words which can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a soft c spelled ce Prefixes dis- un- over- & im- Words with the /f/ sound spelled ph Words with origins in other countries Words with unstressed vowel sounds Words ending 'cial' /shul/ after a vowel 		<ul style="list-style-type: none"> Words ending 'tial' /shul/ after a consonant Words starting acc- Words ending -ably Words ending -ible Adding the suffix -ibly to create an adverb Words ending with 'ent' and 'ence Suffixes -er -or & -ar Adverbs synonymous with determination Adjectives used to describe settings Adjectives used to describe feelings Adjectives used to describe characters Grammar vocabulary 1 Grammar vocabulary 2 Mathematical vocabulary 	
Punctuation	<ul style="list-style-type: none"> Can use brackets, dashes and commas to indicate parenthesis. Can use the colon to introduce a list, and use semi colons within a detailed list. 		With support, can: <ul style="list-style-type: none"> Use hyphens to avoid ambiguity. Punctuate bullet points consistently. Use semi-colons, colons or dashes to mark boundaries between independent clauses (GD) Use hyphens to avoid ambiguity. 		<ul style="list-style-type: none"> To use previously taught punctuation independently 	
Vocabulary and Grammar	<ul style="list-style-type: none"> Revision of previously taught objectives Understand how words are related by meaning as synonyms and antonyms (big/large/little). 		<ul style="list-style-type: none"> Intro terminology: subject, object, active, passive. Use of the passive to affect presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for 		*Consolidation and teaching of specific gaps.	



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	<ul style="list-style-type: none">• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg. use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis• Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	<p>formal speech and writing (eg. question tags, or the use of subjunctive forms in very formal writing).</p> <ul style="list-style-type: none">• Use the perfect form of verbs to mark relationships of time and cause.• Use of layout devices (eg. headings, sub-headings, columns, bullets or tables, to structure text)	
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