



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Y6 ENGLISH LONG TERM PLAN (2021-22)

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|----------|---------------------------------|----------|--|---------------|
| Author Focus | Morris Gleitzman | | Malorie Blackman | | Louis Sachar | |
| Shared Novel | Skellig | Once | The House with Chicken Legs | Thief! | Holes | Mortal Engine |
| Poetry Focus | If – Rudyard Kipling | | The Jabberwocky – Lewis Carroll | | Far Over the Misty Mountains – JRR Tolkien | |
| Writing composition | <p>Composition</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere (In line with year group expectations, using grammatical features taught in KS2 eg adjectives, adverbs, expanded noun phrases, adverbials, appropriate vocabulary) Integrate dialogue in narrative to convey character and advance the action (Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. 'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.) Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Select and discuss appropriate register for formal and informal purposes Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs <i>* leave a line between paragraphs (no indenting)</i> Use verb tenses consistently and correctly throughout their writing Use a wide range of clause structures, sometimes varying their position within the sentence. Revise the different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification, and precision Using all punctuation taught at KS2 correctly, including inverted commas, commas for clarity, and punctuation for parenthesis correctly, and semi-colons and colons | | | | | |
| Reading | <p>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.</p> <p>KPIs:</p> <ul style="list-style-type: none"> Explain the meaning of new vocabulary within the context of the text Demonstrate active reading strategies Provide reasoned justifications for their views Through close reading, re-read, and read ahead to locate clues to support understanding and justify with evidence from the text. Skim for gist/ Scan for key information. Use a combination of skimming, scanning and close reading across a text to locate specific detail Retrieve, record, and make notes and present information from non-fiction, including texts used in other subjects | | | | | |

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| | <ul style="list-style-type: none"> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques | |
| Punctuation & Grammar | Word | <ul style="list-style-type: none"> 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 | <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] |
| | Text | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |
| Phonics/Spelling | <p>Spelling</p> <ul style="list-style-type: none"> I can spell the words on the Y5/Y6 word list I can use further prefixes and suffixes and understand how to add them (eg. -fer, -ant/-ance/-ancy, -ent/-ence/-ency, -cious/-tious) I understand the difference between homophones and other words often confused (eg. principal/ principle, stationary/stationery) I can use my spelling rules when I write and understand that some words need to be learnt specifically I can use dictionaries to check the spelling and meaning of words, and a thesaurus for alternative word choices <p>Specifics:</p> <ol style="list-style-type: none"> Revision of KS2 spelling patterns Spellings based on analysis of gaps in learning | |
| Handwriting | <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed <p>* A Y3 pupil cannot be assessed at working at Y3 expected standard without joining up their handwriting</p> | |