



English Long Term Plan

Year 6

"Whatever you do, work at it with all your heart" *Colossians 3:23*

Year 6	Autumn 1	Spring 1	Summer 1			
Text level features	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 					
Sentence level features (including grammar and punctuation)	<p>Drop in –ed clause.</p> <p>Move sentence chunks around for different effect.</p> <p>Stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>	<p>Brackets, dashes, commas for parenthesis.</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Active/ Passive</p>	<p>Expanded –ed clauses as starters</p> <p>Adverbial phrases to start sentences.</p> <p>Relative clauses.</p> <p>How hyphens can be used to avoid ambiguity (e.g.</p>	<p>Developed use of rhetorical questions for persuasion.</p> <p>Shifts in formality.</p> <p>Subordinating and coordinating conjunctions</p>	<p>Sentence reshaping techniques (e.g. lengthening or shortening sentence for meaning or effect)</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p>	<p>Modal Verbs</p> <p>Formal/informal styles of writing</p> <p>Use of subjunctive in formal writing (e.g. If I were you).</p> <p>Active/ Passive</p>

	<p>Noun phrases</p> <p>Secure use of simple/embellished simple sentences.</p> <p>Secure use of compound sentences and complex sentences.</p> <p>Subordinating and coordinating conjunctions.</p>	<p>Use of colon to introduce a list</p> <p>Use semi-colons within lists.</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points to list information.</p> <p>Shifts in formality.</p>	<p>man eating shark vs man-eating shark)</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p>		<p>How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark)</p>	<p>Developed use of rhetorical questions for persuasion.</p> <p>Use of colon to introduce a list</p> <p>Use semi-colons within lists.</p>
Spoken Language	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use relevant strategies to build vocabulary.</p>	<p>Developed use of technical vocab</p> <p>Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)</p> <p>Give well-structured explanations for different purposes.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

				increasing command of Standard English.		
Reading	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Learn a wide range of poetry by heart.</p> <p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Explain and discuss their understanding of what they have read including through formal presentations and debates.</p> <p>Provide reasoned justification for their views.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>