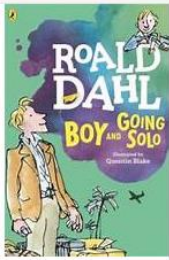



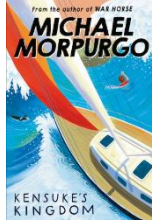




**Year 6 Long Term English Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts				 <p>An English unit based on the Titanic.</p>		
Genre	<p>Biography/Autobiography- Michael Morpurgo</p> <p>Narrative - Greek Myth</p> <p>Non-chronological report – City states</p> <p>Balanced argument – democracy</p> <p>Character descriptions</p>	<p>Recount – diary, letter</p> <p>Dialogue</p> <p>Persuasive letter</p> <p>Script for Class</p> <p>Assembly based on Grinton and personal experiences.</p> <p>Suspense writing (Francis)</p> <p>Character and setting descriptions</p>	<p>Setting descriptions</p> <p>Discussion text</p> <p>Persuasive – job application</p> <p>Recount – diary, letter</p> <p>Non- chronological report</p> <p>Narrative – additional chapter</p>	<p>Newspaper report- linked to Titanic</p> <p>Setting descriptions</p> <p>Discussion text</p> <p>Research – notes</p> <p>Recount – diary</p> <p>Letter of complaint</p> <p>Formal/informal invitations</p> <p>Non-chronological report</p> <p>Poetry - Sonnets</p>	<p>Narrative – short story</p> <p>Letter - to school</p> <p>Persuasive – argue point of view</p> <p>Diary entry</p> <p>Character description</p> <p>Survival guide</p> <p>Balanced argument</p>	<p>Autobiography</p> <p>Persuasive</p> <p>Letters –</p> <p>Summer fair</p> <p>Poetry – Classic</p>

<p><b>Film texts</b></p>	<p>Literacy Shed – King Midas/Arachne used as an introduction to myths; Wooden Horse of Troy (YouTube) and Percy Jackson and the Lightning Thief (text and film extracts)</p> 	<p>Waiting for Anya – Michael Morpurgo; 'A Walk in the Mountains' (YouTube) and 'Francis' from the Literacy Shed</p> 				
<p><b>Poetry</b></p>				<p>Poetry - Sonnets Sonnet 18 Shall I compare thee to a summer's day?</p>		<p>Poetry – Classic The Tyger by William Blake</p>

**Statutory National Curriculum Requirements for Year 6 Reading:**

- *Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.*
- *Include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.*
- *Learn a wider range of poetry by heart*
- *Prepare poems to read aloud*
- *Read books that are structured in different ways and reading for a range of purposes*

Word Reading

Comprehension – Attitudes and Response

Comprehension – Understanding

In the context of the appropriate range of texts:

- Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary

- Reads and discusses a more challenging range of fiction, poetry, plays, non-fiction, reference and textbooks
- Reading choices include all of the following: modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommends books they have read to their peers, giving reasons for their choices
- Identifies and discusses themes and conventions, in and across a range of writing
- Makes comparisons within and across books
- Knows a wide range of poems by heart
- Chooses poems and play scripts to read aloud and to perform, using intonation, tone and volume so that the meaning is clear to an audience

Continues to demonstrate understanding as in Y5, in the context of the appropriate range of texts

- Discusses and evaluates how authors use language, including figurative language, impact on the reader
- Retrieve, record and present information from non-fiction
- Participates in discussion about books they have read/heard, building on their own and others ideas and challenging views courteously
- Explains understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  
Provides reasoned justification for their views

### Statutory National Curriculum Requirements for Year 6 Writing:

- *Identify audience and purpose*
- *Note and develop ideas, drawing on reading and research*
- *In own writing, consider how authors have developed characters and settings*
- *Describe characters, settings and atmosphere in narratives and integrate dialogue*
- *Use further organisational devices to structure and guide the reader eg headings and sub-headings, bullet points, underlining*
- *Assess effectiveness of own and others' writing, propose changes*
- *Proof-read for spelling and punctuation errors*

#### Spelling

Spells correctly:

- Words which sound like /æs/ spelt –cious or –tious vicious, precious, ambitious, cautious,
- Endings which sound like /əl/ official, special, artificial, partial, confidential, essential
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
- Words ending in –ably and –ibly
- Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling
- Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- uses a thesaurus to enhance writing

#### Vocabulary Grammar and Punctuation

- Write legibly, fluently and with increasing speed
- Knows when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).
- Makes decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing

- Uses hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own)
- Spells correctly all the words in the Y5/6 spelling list

### Writing Processes

- When writing narratives, uses what they have learned about how authors have developed settings in what they have read, listened to or seen performed
- In narratives, describes atmosphere and integrates dialogue to advance the action
- Can précis longer passages
- Uses layout devices, such as sub-headings, columns, bullets, or tables, to structure text
- Assesses the effectiveness of their own and others' writing, proposing changes to grammar to enhance effects and clarify meaning
- Uses the passive to affect the presentation of information in a sentence
- Uses structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. 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)
- Links ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis

### Handwriting

- Write legibly, fluently and with increasing speed
- Knows when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).
- Makes decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing