

Long Term English Planning - Y6

Autumn Term

GENRE	Diaries	Non-chronological reports	Narrative (modern day)	Play script	Narrative (other culture)	Persuasive writing
DURATION	(2 weeks)	(2 weeks)	(2 weeks)	(2 weeks)	(2 weeks)	(2 weeks)
POSSIBLE TEXTS AND TOPICS	Wonder - Diary based on feelings about starting new school	Wonder - Informative report about our school that could be given to a new pupil	Wonder - Story from a different point of view	Wonder/ Cloud Tea Monkeys	Cloud Tea Monkeys - Description and story set in other culture	Cloud Tea Monkeys - tea adverts -should monkeys be used by humans?
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis Linking ideas across paragraphs using a wider range of cohesive devices Words ending '-able'/'-ably', and '-ible'/'-ibly' 	<ul style="list-style-type: none"> To use a colon to introduce a list To use semi colons to separate items in a longer list Punctuation of bullet points to list information Adding suffixes beginning with vowels to words ending in '-fer' Words from statutory word lists 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices How hyphens can be used to avoid ambiguity SATS practice Proofreading in smaller chunks (sentences, paragraphs) 	<ul style="list-style-type: none"> How hyphens can be used to avoid ambiguity The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Homophones ('ce'/'se') Words from statutory word lists 	<ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence Endings that sound like /jəs/ spelt '-cious' or '-tious' 	<ul style="list-style-type: none"> To use a colon to introduce a list To use semi colons to separate items in a longer list To use layout devices to structure text SATS practice Revision of words from this term and Y5
OUTCOMES:	Diary entries based on starting new school - before and after	Non-chronological report about our school and another school	Story based on Wonder from another point of view	Play scripts to show conversations based on the 2 class texts	Descriptions based on text. Story set in another culture	Discussion text and an advertisement

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Spring Term

GENRE	Letters	Narrative (with a flashback)	Persuasive writing	Explanations	Diary writing
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	Goodnight Mister Tom - Evacuee letters home to/from parents	Goodnight Mister Tom - Children's own WW2 child evacuation story	Wartime propaganda - leaflets linked to persuading parents to evacuate their children	Goodnight Mister Tom - air raid shelters - why were they needed? How were they made?	Child at War - Anne Frank's Diary and William Beech from Goodnight Mister Tom
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Words with 'ough' letter string • Proofreading - common errors 	<ul style="list-style-type: none"> • To link ideas across paragraphs using a wider range of cohesive devices • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Words ending '-cial' and '-tial' 	<ul style="list-style-type: none"> • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Use of the colon to introduce a list and use of semi-colons within lists • Generating words from prefixes • Words from the statutory word list 	<ul style="list-style-type: none"> • To punctuate bullet points consistently • To use layout devices to structure text • Use of the passive to affect the presentation of information in a sentence • Common homophones covered in KS2 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices • How hyphens can be used to avoid ambiguity • Generating words from prefixes and roots • Words from the statutory word list
OUTCOMES:	Informal letters in role as a character/ characters	A narrative story about evacuation adapted from Goodnight Mister Tom	A persuasive leaflet and radio broadcast	A set of instructions and an explanation	Diary entries in role as historical characters

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Summer Term

GENRE DURATION	Narrative (Adventure) 2-3 weeks	Newspaper Reports 2 weeks	Biography/ Autobiography 2-3 weeks	Balanced arguments/ Discussion texts 2 weeks	Poetry forms 2 weeks
POSSIBLE TEXTS AND TOPICS	Kensuke's Kingdom - Building tension, child stranded on deserted island, changing story to Kensuke's point of view	Kensuke's Kingdom - Michael's Disappearance	Kensuke's Kingdom - Children to compose a biography and/or autobiography based on inferences about Kensuke	School uniform: yes or no? Should children be allowed to use mobile phones/ the internet?	Narrative poetry - The Highwayman, The Listeners
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> To use semi-colons, colons or dashes to mark boundaries between independent clauses Use of the passive to affect the presentation of information in a sentence Words ending in 'ant', '-ance and '-ancy' Revision of key spelling rules from KS2 	<ul style="list-style-type: none"> To use hyphens to avoid ambiguity To use the colon to introduce a list and semi-colons within lists Words ending '-ent', '-ence' and '-ency' Revision of key spelling rules from Y6 	<ul style="list-style-type: none"> To use semi-colons, colons or dashes to mark boundaries between independent clauses Use of the passive to affect the presentation of information in a sentence Proofreading - common errors 	<ul style="list-style-type: none"> To use the colon to introduce a list and semi-colons within lists To link ideas across paragraphs using a wider range of cohesive devices Words from the statutory word list 	<ul style="list-style-type: none"> To understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing Revision of key spelling rules from Y6
OUTCOMES:	An adventure story and story from another point of view	A newspaper report	A biography and autobiography	Discussion texts/ balanced arguments on at least 2 different topics	Narrative poems based on a theme which use a model for inspiration.