

## Long Term English Planning - Y6

### Autumn Term 2021

GENRE	Diaries	Non-chronological reports	Narrative (modern day / historical)	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  WW1 topic - Story of a soldier in the trenches	Wonder/ Cloud Tea Monkeys	Cloud Tea Monkeys - Description and story set in other culture	Cloud Tea Monkeys - - Descriptive tea adverts - Should animals be made to work by humans?
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> <li>To use brackets, dashes or commas to indicate parenthesis</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>Words ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’</li> </ul>	<ul style="list-style-type: none"> <li>To use a colon to introduce a list</li> <li>To use semi colons to separate items in a longer list</li> <li>Punctuation of bullet points to list information</li> <li>Adding suffixes beginning with vowels to words ending in ‘-fer’</li> <li>Words from statutory word lists</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>How hyphens can be used to avoid ambiguity</li> <li>SATS practice</li> <li>Proofreading in smaller chunks (sentences, paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>How hyphens can be used to avoid ambiguity</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>Homophones (‘ce’/‘se’)</li> <li>Words from statutory word lists</li> </ul>	<ul style="list-style-type: none"> <li>How words are related by meaning as synonyms and antonyms</li> <li>Use of the passive to affect the presentation of information in a sentence</li> <li>Endings that sound like /jəs/ spelt ‘-cious’ or ‘-tious’</li> </ul>	<ul style="list-style-type: none"> <li>To use a colon to introduce a list</li> <li>To use semi colons to separate items in a longer list</li> <li>To use layout devices to structure text</li> <li>SATS practice</li> <li>Revision of words from this term and Y5</li> </ul>
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

## Long Term English Planning - Y6

### Spring Term 2022

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	<b>Goodnight Mister Tom - Evacuee letters home to/from parents</b>	<b>Goodnight Mister Tom - Children's own WW2 child evacuation story</b>	<b>Wartime propaganda - leaflets linked to persuading parents to evacuate their children</b>	<b>Goodnight Mister Tom - air raid shelters - why were they needed? How were they made?</b>	<b>Child at War - Anne Frank's Diary and William Beech from Goodnight Mister Tom</b>
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>• Words with 'ough' letter string</li> <li>• Proofreading - common errors</li> </ul>	<ul style="list-style-type: none"> <li>• To link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Words ending '-cial' and '-tial'</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Generating words from prefixes</li> <li>• Words from the statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>• To punctuate bullet points consistently</li> <li>• To use layout devices to structure text</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> <li>• Common homophones covered in KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>• How hyphens can be used to avoid ambiguity</li> <li>• Generating words from prefixes and roots</li> <li>• Words from the statutory word list</li> </ul>
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

## Long Term English Planning - Y6

### Summer Term 2022

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