



ENGLISH – Long Term Plan – Year 6

YEAR 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum	The Song from Somewhere Else by A.F.Harold (Secret Friends by Elizabeth Laird)	The Highway Man by Alfred Noyes	Houdini Box by Brian Selznick Houdini:The Life and Times of the World’s Greatest Magician by Charlotte Montague	Letters from the Lighthouse by Emma Carroll War games by Michael Foreman and a selection of Remembrance Poems	Rose Blanche by Roberto Innocenti	The Viewer by Gary Crew
Literary Form	Building Stamina Text	Poetry Classic Text	Non-fiction Biography and autobiography	Classic fiction	Picture Book	Picture Book
Shine a Light Person	Malala Yousafzai	Marcus Rashford	Mother Theresa	Emmeline Pankhurst	Nelson Mandela	Charles Darwin
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none">▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ asking questions to improve their understanding▪ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪ identifying how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▪	<ul style="list-style-type: none">*retrieve, select and describe information, events or ideas*reduce, infer and interpret information, events or ideas*make notes and use evidence from across a text to explain events and ideas* explore how writers use language for dramatic effect*understand how writers use structure to create coherence and impact*understand different points of view*respond imaginatively, using different strategies to engage with texts*evaluate writers’ purposes and viewpoints and the overall effect of the text on the reader*compare how a common theme is presented in poetry, prose and other media*compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts*summarise the main ideas drawn from more than one paragraph* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; *participate in	<ul style="list-style-type: none">*identify audience and purpose*work out the meaning of words from the context*readily identify and retrieve key information from non-fiction texts*to distinguish between biography and autobiography considering audience, purpose and voice of the author*to distinguish between facts, fiction and opinion*to identify bias*recognise the effect on the reader of first and third person voice*engage with the text, raising questions, deciding on its value, quality or usefulness ·*raise questions for further research	<ul style="list-style-type: none">*recognise the structure and language features of both a persuasive argument and of a balanced discussion*read and discuss a wide range of fiction*to distinguish between fact, fiction and opinion*read books that are structured in different ways*identify and discuss themes and conventions* discuss understanding and explore meaning of words in context*ask questions to improve understanding*draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence*identifying how language, structure and presentation contribute to meaning ▪ Discuss and evaluate how authors use language *participate in discussions about books, building on their own and others' ideas and challenging views ▪ explain and discuss their	<ul style="list-style-type: none">▪ Identifying and discussing themes and conventions in and across a wide range of writing▪ making comparisons within and across books▪ checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ ask questions to improve their understanding▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪ identifying how illustrations contribute to meaning▪ discuss and evaluate how authors use language and illustrations, including figurative language, considering the impact on the reader▪ participate in discussions about books that are read to them and those they can read for themselves, building on	<ul style="list-style-type: none">▪ reading books that are structured in different ways and reading for a range of purposes▪ reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves.▪ Identifying and discussing themes and conventions in and across a wide range of writing▪ making comparisons within and across books▪ checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ ask questions to improve their understanding▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Make your light shine so others will see the good that you do”



	provide reasoned justifications for their views	discussions about poems they have read		understanding of what they have read.	their own and others’ ideas and challenging views courteously <ul style="list-style-type: none">▪ explain and discuss their understanding of what they have read▪ provide reasoned justifications for their views.	<ul style="list-style-type: none">▪ identifying how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary▪ provide reasoned justifications for their views.
Writing: Transcription/Composition	<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▪ 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▪ 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 assessing the effectiveness of their own and others’ writing	<ul style="list-style-type: none">*use dictionaries to check the meaning of words*use and adapt a variety of forms suited to different purposes and readers*make stylistic choices, including vocabulary, literary features and viewpoints or voice▪ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			<ul style="list-style-type: none">▪ Writing in role▪ Diary writing▪ Letter writing▪ Journalistic writing	<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 they have read, listened to or seen performed▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action▪ using a wide range of devices to build cohesion within and across paragraphs▪ using further organisational and presentational devices to structure text▪ 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



ENGLISH – Long Term Plan – Year 6

	<ul style="list-style-type: none">▪ 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▪ proof-read for spelling and punctuation errors					<ul style="list-style-type: none">▪ proof-read for spelling and punctuation errors▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Extended Writing Outcome	<p>*Diary / recount in role</p> <p>*Description of setting and character</p>	<p>*Contrasting descriptive recount –events told from different points of view</p> <p>*informal letter</p>	<p>*Houdini biography</p> <p>*Autobiography (own)</p> <p>*A short narrative –their chance meeting with their hero</p>	<p>*Balanced argument</p>	<p>*Formal letter</p> <p>*Newspaper article</p>	<p>*Extended narrative</p>
Vocabulary, Grammar and Punctuation to be taught and continuously revisited throughout the year to ensure thorough understanding						
National Curriculum Vocabulary, Grammar, Punctuation Year 6	<ul style="list-style-type: none">• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.• Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.• Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. <p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>					
Spelling (Active Learn & Twinkl)	Nouns that end in –ce/-cy Verbs that end in –se/-sy Adjectives that end in –ant Nouns ending in –ance/-ancy Suffix –ent, -ence, -ency Hyphenated words	Suffix –able Suffix –ably Word families “temp”, “vary”, “gest” and “light” Diminutives using prefix “micro-“ and “mini-“	Suffixes beginning with vowel –fer Long /e/ sound spelt “ie” or “ei” Word families “mit”, “inter”, “emit” Statutory challenge words	Words that end in sound /shuhl/ Soft “c” spelt /ce/ Word families “acc”, “sign” Statutory challenge words	Word families “gram” Words both nouns and verbs Long /o/ sound spelt “ou” or “ow” Words ending in ‘-ible’ and ‘-ibly’	Synonyms and Antonyms “shout/whisper”, “big/small”, “happy/sad”, “loud/quiet”, “walk/run”
National Curriculum Reading Year 6	<ul style="list-style-type: none">• read age-appropriate books with confidence and fluency (including whole novels)• read aloud with intonation that shows understanding• work out the meaning of words from the context• readily identify and retrieve key information from non-fiction texts• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence• predict what might happen from details stated and implied• summarise main ideas, identifying key details and using quotations for illustration• evaluate how authors use language, including figurative language, considering the impact on the reader• make comparisons within and across books <div>Termly Focus Objectives Autumn Spring Summer</div>					
National Curriculum Writing Year 6	<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• integrate dialogue in narratives to convey character and advance the action• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs• use verb tenses consistently and correctly throughout their writing• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) <p>Range includes as well as above:</p> <ul style="list-style-type: none">• commas for clarity, punctuation for parenthesis, semi-colons, dashes, colons and hyphens (– not every form required)• spell correctly most words from the year 5 / year 6* spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• maintain legibility in joined handwriting when writing at speed (know which letters to join through horizontal and diagonal strokes and which letters should not join when next to each other)					

Make your light shine so others will see the good that you do”