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|  | **Year 6 English Long Term Plan** |
| Term | **Autumn** | **Spring** | **Summer** |
| Texts Used | **A Monster Calls by Patrick Ness (PHSE links)** **OR** **Fairy Tales from the Brothers Grimm****Christmas Carol (PHSE links)** | **Moth by Isabel Thomas Poetry Narrative Poem Evolution.** **AND** **The Fib, The Swap, The Trick and Other Stories****Letters From The Lighthouse by Emma Carroll (Non-fiction, Recount Blitz, History) (WWII links)** | **Anne Frank’s Diary (WWII links).** **The Lion, The Witch and The War drobe by C.S. Lewis (WWII links).** |
| Genre Coverage  | **Recount – Diary Entry****Narrative – Warning Tale****Narrative – Suspense** **Inform – Letter** **Inform – Newspaper**  | **Narrative – Multiple Point of View****Narrative – Quest/Adventure Story****Inform – Biography****Persuade - Letter** | **Narrative – Flashback** **Poetry – Narrative****Persuade – Brochure**  |
| Suggested Write Stuff Unit Plans | **Goldilocks – Newspaper Report****Kensuke’s Kingdom – Narrative Adventure****Letter to Scrooge – Persuasive Letter****Post card from Prison – Recount/Diary** | **The Journey – narrative****The Firework Maker’s Daughter – Adventure** **Greta Speech – non-fiction** **Postcard from Prison**  | **Detailed Timeline on Ancient Greece****Thinker’s Rap: My Puppy Poet and Me – poetry** **Blog: Pet peeves – non-fiction****The Origin of Species – Non Chronolgoical Report**  |
| Cross Curricular Writing Opportunities | **Advert – History****Letter of Advice – PSHE****Persuasive Letter - Geography** | **Diary Entry – History****Biography – Science****Non-Chronological Report – Science****Newspaper Article - RE** | **Persuasive Speech – Geography****Instructions – Science****Brochure/Leaflet – Creative (What Can I Be? Topic)** |
| Speaking and Listening Skills and Knowledge | Interweave action, character descriptions, settings and dialogue in a performance.  | Reflect on the effectiveness of explanations, expansions and justifications of themselves and others. Confidently use formal and subject-specific language in presentations.  | Participate in formal debates. |
| Reading Skills and Knowledge(VIPERSCA) | Continue to develop understanding of morphology and etymology to read aloud and understand the most complex of new words, including subject-specific vocabulary.Independently use both printed and digital dictionaries to decode the meaning of unfamiliar words. Confidently decode the meaning of most words in context, using background knowledge, contextual clues and knowledge of synonyms/antonyms. Identify the most important part of a text and explain why.Confidently draw inferences about many aspects of how characters are presented, including commenting on interactions and relationships between characters.Discuss how some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. | Recognise that different kinds of texts require different styles of reading. Predict several outcomes based on what has been read, using evidence to justify their responses.Comment on the development of character’s within and across texts.Evaluate evidence drawn from a variety of information sources. Analyse how language devices, form and structure are used to create meanings and effects. Confidently decode the meaning of most words in context, using background knowledge, contextual clues and knowledge of synonyms/antonyms. Sequence events from what has been read and summarise key events | Pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books.Confidently read a wide range of texts, including some young adult texts.Engage in critical discussion of differing predictions.Explain and discuss their own understanding of what they have read in a variety of ways including cross-curricular presentations or writing. Identify and explain the effect of atmosphere in texts, relating to narrative techniques to engage the reader e.g. suspense. |
| Writing Skills and Knowledge(ARE & GDS from writing ladders)  | Link paragraphs using a wide range of conventions - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. Paragraphs are fluently linked to ensure flow. Know how to use an ellipsis for omission.Review work to further describe and develop settings, characters and the narrative atmosphere.Consider shades of meaning when selecting language.Write out formal texts using appropriate vocabulary.Plan writing by making notes and then developing initial ideas by reading and researching other texts and thoughtsUse ambitious vocabulary, which is used convincingly for effect.Use passive verbs to affect the focus of information in a sentence. Use brackets, dashes and commas for parenthesis. Use a single dash at the end of a sentence for an aside or after thought. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use full range of figurative language for effect. | Link ideas by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence).Use headings, bullet points and underlining to structure to guide a reader through the writing.Have a recognisable voice and use writing as a tool for thinking. Make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use hyphens to avoid ambiguity.Use split speech for dialogue.Mark out separate clauses in a sentence by using a semi-colon or colon.Use the subjective mood and form. Use symbolism to represent key ideas/themes.  | Use themes and details to help link paragraphs together into a flow of text.Assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects.Use bullet points accurately when constructing a list.Use Standard English consistently and appropriately and have a secure control of complex grammatical structures.  |