

Y6 English Long term Plan

Key Literature

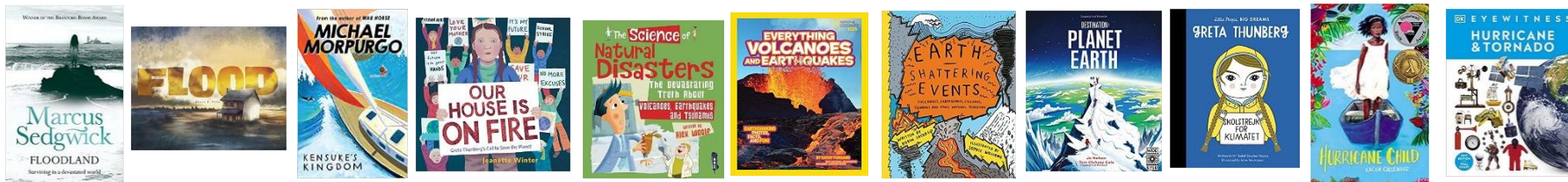
Autumn

This is War



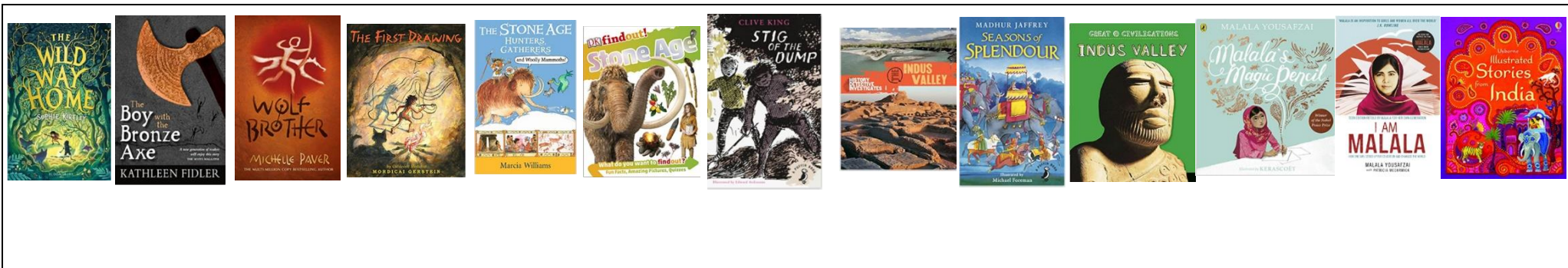
Spring

Extreme Earth

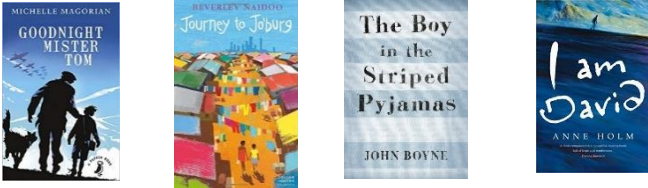



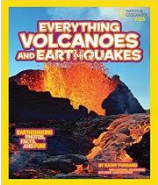
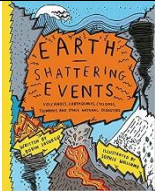

Summer

Set in stone – Stone Age Britain vs Indus Valley

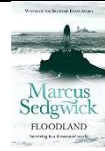
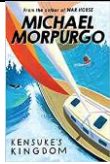




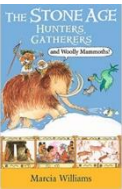

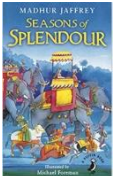
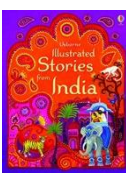
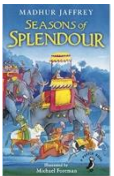
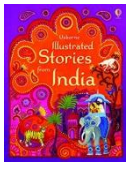

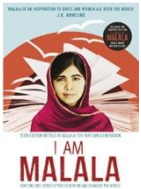
| Topic | This is war | | | | | |
|---|---|---|---|---|---|--|
| Term | Autumn 1 | | | Autumn 2 | | |
| Writing Unit and Outcome (Entertain, inform, persuade) | Narrative Write a narrative linked to life in trenches | Biography Write a biography linked to Black History Month | Poetry Read, write and perform poems linked to them of war | Narrative Write a narrative from a personal point of view | Recounts Write a diary entry from a characters point of view | Recounts Write letter and diary recounts linked to evacuation |
| Outcome details | Write a short story with a distinct atmosphere eg suspense, panic, humour etc, | Select a specific style and form to suit a specific audience. | Identify the audience for and purpose of the writing, selecting the appropriate form, using other similar writing as models for their own | Plan and write a story, where dialogue is used to develop characterisation and move the action forward. | Select a specific style and form to suit a specific audience. | Write letters and diary entries where Information is prioritized according to importance and a frame of response set up for the reply. |
| Key Text/ Stimuli | Beyond the lines – Literacy shed  |  |  |  |  |  |

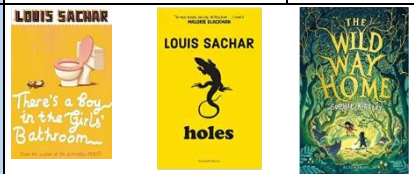
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|--|---|--|---|---|---|--|
| Grammar | Recap of key Y5 objectives <ul style="list-style-type: none"> Relative clauses Degrees of possibility using adverbs/modal verbs Cohesive devices Linking ideas across paragraphs using adverbials | <ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses | <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms | <ul style="list-style-type: none"> Linking ideas across paragraphs using a range of cohesive devices and ellipsis Use of semi-colon, colon, dash to mark boundary between independent clauses | <ul style="list-style-type: none"> Structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices | <ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices. |
| Sentence Construction (Alan Peat) | <ul style="list-style-type: none"> Personification Short sentences Outside (inside) sentences The more, the more sentences | <ul style="list-style-type: none"> Ad, same ad De: De If, if, if, then | <ul style="list-style-type: none"> Personification Irony | <ul style="list-style-type: none"> De: De sentences 3 bad – dash question sentences Imagine; 3 examples sentences | <ul style="list-style-type: none"> 3 bad – dash question sentences Irony | <ul style="list-style-type: none"> De: De sentences 3 bad – dash question sentences Imagine; 3 examples sentences |
| Reading Whole class reading texts - VIPERS |  | | | | | |
| Topic | Extreme Earth | | | | | |
| Term | Spring 1 | | | Spring 2 | | |
| Writing Unit and Outcome (Entertain, inform, persuade, discuss) | Narrative Write a narrative for a picture book | Explanation Text Write an explanation linked to volcanoes /earthquakes/tsunamis | Poetry Write a Cinquain Poem linked to natural disasters | Newspaper Report Write a recount of an event | Persuasion Travel Brochure for volcano world | Discussion Write a balanced argument linked to global warming/climate change |

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|---|--|--|---|---|---|--|
| <p>Outcome details</p> | <p>Plan and write story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds</p> | <p>Plan, compose, edit and refine an explanation text; focusing on clarity</p> | <p>Plan and compose using appropriate vocabulary, understanding how such choices can change and enhance meaning</p> | <p>Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader</p> | <p>Use persuasive language techniques to deliberately influence the reader.</p> | <p>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.</p> |
| <p>Key Text/Stimuli</p> |  |  |  |  |  |  |
| <p>Grammar</p> | <ul style="list-style-type: none"> Linking 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 | <ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list, use of semi-colons within lists Punctuation of bullet points to list information | <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms | <ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Linking ideas across paragraphs using a wider range of cohesive devices | <ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Linking ideas across paragraphs using a wider range of cohesive devices | <ul style="list-style-type: none"> The use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech Use of the semi-colon, colon and dash to mark the boundary between independent clauses |
| <p>Sentence Construction (Alan Peat)</p> | <ul style="list-style-type: none"> Personification Short sentences Outside (inside) sentences The more, the more sentences Imagine; 3 examples sentences | <ul style="list-style-type: none"> One word, one phrase definition De: De NOUN, who/ which/ where sentences | <ul style="list-style-type: none"> Personification Similes | <ul style="list-style-type: none"> Irony NOUN, who/ which/ where sentences | <ul style="list-style-type: none"> Imagine 3 examples If, if, if, then Ad, same ad Personification | <ul style="list-style-type: none"> Imagine 3 examples If, if, if, then Last word, first word NOUN, who/ which/ where sentences One word, one phrase definition 3 negative ad |

Reading
Whole class
reading texts -
VIPERS



| Topic | Set in stone – Stone Age Britain vs Indus Valley | | | | | |
|--|--|--|---|--|--|---|
| Term | Summer 1 | | | Summer 2 | | |
| Writing Unit and Outcome (Entertain, inform, persuade) | Narrative To plan and write a mythical narrative with flashbacks | Non-Chronological Reports | Poetry Narrative | Narrative To write a retelling of a myth from a different culture | Playscripts To plan and write a playscript of an Indus myth | Persuasion Speech/Letter Write a speech linked to making a positive change |
| Outcome details | Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time. | Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required. | Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse. | Plan and write an extended short story using expressive and figurative language, | Plan and write a playscript which includes stage directions as well as bold/italic writing to show how something is spoken. | Adapt a piece of writing for different audiences and in different forms, shifting levels of formality eg a formal speech and an informal speech. |
| Key Text/Stimuli |  |  |   |   |   |   |
| Grammar | <ul style="list-style-type: none"> Linking 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 | <ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list, use of semi-colons within lists Punctuation of bullet points to list information | <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms How hyphens can be used to avoid ambiguity | <ul style="list-style-type: none"> Linking 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 | <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Punctuation of bullet points to list information | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices |
| Sentence Construction (Alan Peat) | <ul style="list-style-type: none"> Personification Short sentences Outside (inside) sentences | <ul style="list-style-type: none"> One word, one phrase definition De: De | <ul style="list-style-type: none"> Personification Irony | <ul style="list-style-type: none"> Personification Short sentences Outside (inside) sentences | <ul style="list-style-type: none"> Personification Short sentences Outside (inside) sentences | <ul style="list-style-type: none"> Imagine 3 examples If, if, if, then Ad, same ad |

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|--|---|--|--|---|---|---|
| | <ul style="list-style-type: none"> • The more, the more sentences • Imagine; 3 examples sentences | <ul style="list-style-type: none"> • NOUN, who/ which/ where sentences • | | <ul style="list-style-type: none"> • The more, the more sentences • Imagine; 3 examples sentences | <ul style="list-style-type: none"> • The more, the more sentences • Imagine; 3 examples sentences | <ul style="list-style-type: none"> • Personification |
| <p>Reading Whole class reading texts - VIPERS</p> |  | | | | | |