



## Lea Primary School English Long Term Plan – Year 6

Every time we write expectations	Ongoing objectives throughout the year	Proof reading & editing
Say it, write it, read it Punctuate sentences correctly Check High Frequency Words are spelt correctly Take pride with our presentation	Writes in a range of genres/ forms, taking account of different audiences and purposes Selects appropriate style and form to suit specific purpose and audience drawing upon knowledge of different text types Maintains a clear focus when selecting content; plans quickly and effectively Maintains interest for the reader through varied devices (e.g. layout, direct appeal to audience, character development, advancing action effectively)	Proof reads for spelling and punctuation  Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Evaluates and edits own and others' writing against specific criteria for audience and purpose
Non-Fiction genres to cover	Grammatical terminology to be used when discussing writing	
Instructions recount explanations reports persuasion discussion	Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points <i>Continue using terminology from previous year groups</i>	

Autumn term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<u>Sentence / Punctuation / Grammar</u> <b><i>Begin the term with a focus on 'basic skills' revision and introduce 'Every Time We Write' expectations for the year.</i></b>  Use commas in lists, to mark grammatical boundaries and to clarify meaning or avoid ambiguity Punctuate speech correctly Use brackets, dashes and commas to indicate parenthesis Use passive verbs to affect how information is presented. Use a variety of simple, compound and complex sentences, including embedded subordinate clauses for economy of expression. Use ellipsis for omission or to suggest a shift in time, place, mood or subject. Use pronouns to avoid repetition when appropriate	Rose Blanche Christophe Gallaz and Roberto Innocenti	Scene description Newspaper report Diary Prediction	<u>Letter-join scheme: Lessons 409-426</u> <u>(2 lessons per week)</u>  - Practise handwriting with focus on French vocabulary -Dictations (lists, written passages) - Practise handwriting with focus on SATS Spelling Revision  <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i>
	My Secret War Diary Marcia Williams	Persuasive writing Setting / character descriptions Debates Explanations Diary writing Flashback	



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<p>Use hyphens to avoid ambiguity</p> <p><u>Text organisation</u> Use paragraphs purposefully to clearly structure main ideas across the text. Use a range of devices to build cohesion within paragraphs (E.g. pronouns, conjunctions, adverbials, prepositions)</p> <p><u>Effect on Audience</u> Consciously controls sentence structure in their writing Creates vivid imagery through expressive and figurative language consistent with mood / atmosphere Develop 'point of view' 'authorial voice'</p>	<p>War Dogs <i>Katherine Selbert</i></p>	<p>CV Interview Autobiography Biography Letter</p>	<p>Words with 'silent' letters Endings which sound like /ʃəs/ spelt –cious or –tious Words containing the letter-string ough Y6 Spelling words</p>
	<p>Clockwork <i>Phillip Pullman</i></p>		

Spring term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><u>Sentence / Punctuation / Grammar</u> Varies length and focus of sentences to express subtleties in meaning and focus on main ideas. Use semi colons, colon and dashes to mark the boundary between independent phrases and clauses. Use colons to introduce lists Use semi colons within lists Use verb tenses consistently and correctly throughout their writing, including where shifts occur Use and distinguish formal and informal structures in writing. Use conditional structures to persuade, speculate, deduce and make suppositions</p> <p><u>Text organisation</u> Makes some links across paragraphs using a we range of cohesive devices: Signalling forwards and backwards</p>	<p>Shackleton's Journey <i>William Grill</i></p>	<p>Letter home Diary entry Newspaper report Information poster / leaflet – animals in the area Persuasive writing Setting / character description Debate Explanation Flashbacks</p>	<p><u>Letter-join scheme: Lessons 409-426 (2 lessons per week)</u></p> <p>- Practise handwriting with focus on SATS Spelling Revision and SPAG revision.</p> <p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	<p>Short! <i>Kevin Crossley</i></p>	<p>Writing own short stories</p>	



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<p>Confident use of adverbials of time / frequency and subordinating conjunctions to link, compare or contrast</p> <p>Ellipses</p> <p>Repetition of word or phrase</p> <p><u>Effect on Audience</u></p> <p>Chooses register (formal/informal , personal / impersonal) appropriately and for effect</p> <p>Writes well structured openings / introductions with appropriate endings / conclusions</p> <p>Interweaves elements of dialogue, action, description appropriately</p> <p>Shows flexibility in the use of narrative e.g. ability to experiment with story opening</p>	<p>Eye of the storm / Shadow of Blue (Literacy shed)</p>	<p>Scene description</p> <p>Recounts</p> <p>Narrative</p> <p>Building tension / suspense</p> <p>Dialogue</p> <p>Prediction</p>	<p><b>Spelling (Spellbound / Rising Stars)</b></p>
	<p>High Diving</p> <p>Giraffes (Literacy Shed)</p>	<p>Newspapers</p> <p>Instructions</p> <p>Information Texts</p>	
	<p>Farther</p> <p><i>Grahame</i></p> <p><i>Baker-Smith</i></p>		

Summer term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p>Ensuring all previous objectives are evident in writing and child is writing at least at age related expectations.</p>	<p>Mr Men stories</p> <p><i>Roger Hargreaves</i></p>	<p>Character description</p> <p>Narrative with dialogue</p>	<p><u>Letter-join scheme: Lessons 409-426 (2 lessons per week)</u></p> <p>- Practise handwriting with focus on SATS SPAG revision.</p> <p>- Practise handwriting with focus on note taking, metaphors, personification, hyperbole, Practise handwriting with focus on vocab from other subjects (Science, Maths, Geography, History).</p> <p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	<p>Wonder</p>		
	<p>The Highwayman</p>		
			<p><b>Spelling (Rising Stars)</b></p>
			<p>Ensuring all previous spelling objectives are secure.</p>



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