



# St. John's English Long Term Plan: Year 6

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

Year 6	Autumn 1 The United Kingdom	Autumn 2 Benin	Spring 1	Spring 2 The 'Age of Revolutions'	Summer 1 Local Geography	Summer 2 Black History
<b>6 Non-Fiction</b>	Recounts: Journalistic Writing.	Advanced Persuasive Text.	Explanations: Scientific Writing.	Complex Discussion Text.	<i>Revision of Non-Fiction genres – Evidence for SATs</i>	Reports: Biography.
<b>Reading</b>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>identify how language, structure and presentation contribute to meaning</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>provide reasoned justifications for their views</li> </ul>					
<b>Purpose</b>	<b>Writing to Inform</b>	<b>Writing to Persuade</b>	<b>Writing to Inform</b>	<b>Writing to Discuss</b>		<b>Writing to Inform</b>
<b>Writer Knowledge</b>	<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices</li> <li>passive voice</li> <li>control of vocabulary choices to match the language used in journalistic writing</li> <li>use of semi-colons, colons and dashes to mark boundaries between independent clauses</li> <li>structural features included in newspaper reports</li> <li>past perfect progressive form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text</li> <li>passive voice</li> <li>subjunctive form to hypothesise</li> <li>cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs</li> <li>persuasive writing features (e.g. DAFOREST)</li> <li>hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices</li> <li>passive voice</li> <li>appropriate levels of formality demonstrated</li> <li>features of explanation texts where appropriate</li> <li>advanced sequential and causal language</li> </ul>	<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices</li> <li>adverbials for cohesion</li> <li>modal verbs and adverbs to position the arguments</li> <li>advanced language chosen to represent both arguments</li> <li>appropriate levels of formality applied</li> <li>well-structured arguments</li> <li>language involved with evaluation and viewpoints included</li> <li>use of semi-colons and colons to control sentence structure</li> <li>passive voice</li> <li>subjunctive form to hypothesise</li> </ul>		<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices</li> <li>layout devices including headings, sub-headings, columns, bullets and tables to structure texts</li> <li>semi-colons for items in a list and colons to introduce lists</li> <li>sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality</li> <li>the identification of different structures typical of informal and formal writing</li> </ul>

						e.g. the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity
<b>6 Poetry</b>		<b>Performance Poetry:</b> 'The Witches' Speech' from Macbeth.				
<b>Reading</b>		• learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience				
<b>6 Fiction</b> Developed narrative - focus on atmosphere	<b>Genre:</b> Scary Stories <b>Model Text:</b> Macbeth <b>Outcome:</b> Retelling from another perspective.		<b>Genre:</b> Suspense <b>Model Text:</b> The Old Mill	<i>Revision of fictional writing</i> <i>Evidence for SATs</i>	Year 6 Production / Standon Bowers.	
<b>Reading</b>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, <b>modern fiction, fiction from our literary heritage</b>, and books from other cultures and traditions</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> </ul>					
<b>Purpose</b>	<b>Writing to Entertain</b>		<b>Writing to Entertain</b>	<b>Writing to Entertain</b>		
<b>Text Structure</b>	As Year 5, plus: <ul style="list-style-type: none"> <li>assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and</li> </ul>		As Year 5, plus: <ul style="list-style-type: none"> <li>assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and</li> </ul>	As Year 5, plus: <ul style="list-style-type: none"> <li>assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and</li> </ul>		

	vocabulary to achieve this		vocabulary to achieve this	vocabulary to achieve this		
<b>Writer Knowledge</b>  <b>Stories (inc. retelling); character descriptions; setting descriptions</b>	<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>sustained register with well-rounded ending</li> <li>ensure correct subject and verb agreement</li> <li>atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>past perfect tense to link events, including past perfect progressive</li> <li>action, dialogue and description used to move events forward</li> <li>subjunctive form to hypothesise</li> <li>colons, semi-colons and dashes used to separate and link ideas</li> </ul>		<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>sustained register with well-rounded ending</li> <li>ensure correct subject and verb agreement</li> <li>atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>past perfect tense to link events, including past perfect progressive</li> <li>action, dialogue and description used to move events forward</li> <li>subjunctive form to hypothesise</li> <li>colons, semi-colons and dashes used to separate and link ideas</li> </ul>	<ul style="list-style-type: none"> <li>cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>sustained register with well-rounded ending</li> <li>ensure correct subject and verb agreement</li> <li>atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>past perfect tense to link events, including past perfect progressive</li> <li>action, dialogue and description used to move events forward</li> <li>subjunctive form to hypothesise</li> <li>colons, semi-colons and dashes used to separate and link ideas</li> </ul>		
<b>Spelling</b>  <b>*Statutory spelling list taught throughout</b>	<ul style="list-style-type: none"> <li>suffix or word ending 'ible'</li> <li>words ending in 'ibly'</li> <li>words ending in 'able'</li> <li>words ending in 'ably'</li> <li>adding suffixes beginning with vowels to words ending in -fer</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones (-ce and -se)</li> <li>revise words with the /i:/ sound spelt 'ei' after 'c'.</li> <li>revise endings that are spelt with -tious</li> <li>revise endings that are spelt with -cious</li> <li>revise use of the hyphen</li> </ul>	<ul style="list-style-type: none"> <li>revise words with 'ough' letter string pronounced 'aw'</li> <li>revise words with 'ough' letter string where the sound is 'oa' as in boat or 'ow' as in cow.</li> <li>revise words ending in -cial</li> <li>revise words ending in -tial</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes: dis-, un-, over-, im</li> <li>understand particular meaning: dis –reverse; un –not; over –above or more; im – opposite</li> <li>words with the long vowel sound /i/ spelt with a 'y'.</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones</li> <li>revision of year 6 spellings looking at strategies for spelling words</li> <li>spelling Rules: root words and meaning</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones</li> <li>mathematical words</li> </ul>

		<ul style="list-style-type: none"> <li>• revise the statutory word list for year 5 and 6 so far</li> </ul>	<ul style="list-style-type: none"> <li>• revise generating words from prefixes and roots: dis-, un-, over-, im-</li> <li>• revise generating words from prefixes and roots bi-, anti-, super-, auto-</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefix '-over' to verbs</li> <li>• convert nouns or verbs into adjectives using suffix '-ful.'</li> <li>• words with an /o/ sound spelt 'ou' or 'ow'</li> <li>• words with a 'soft c' spelt /ce/</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task</li> </ul>					
<b>Terminology</b>	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
<b>Possible Class Book</b>	'Brightstorm' – V. Hardy		'Skellig' – D. Almond 'Varjak Paw'- S. F. Said 'A Monster Calls' – P. Ness		'Holes' – L. Sachar	