



**St Joseph's Catholic Primary – English Long Term Plan - Year 6 English 2021 – 2022**

	Autumn 1 - 8 weeks	Autumn 2 - 8 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks 2 days	Summer 2 - 7 weeks
Key texts for reading and writing	Shackleton's Journey	Rose Blanche	Hansel & Gretel	The Ways of the Wolf – Revision Unit	A Story like the Wind	Dreams of Freedom
Writing Outcomes (fiction and non-fiction)	Glossaries Diary entries Endurance Narrative Letter writing Persuasive writing Biographies	Writing to inform and persuade. Letter writing-informal Diary writing Discursive writing	Dual narrative Letter writing Discursive writing Persuasive writing Newspaper Report Poetry	Letter writing-informal writing Newspaper article Explanation Report Diary	Discursive writing Narrative-dialogue Narrative-Dual Newspaper Report Report Writing Character portraits	Non-Chronological Reports in words and pictures Play-scripts Letter writing Newspaper Report Diary Writing
Poetry	William Wordsworth – selected poetry	WW1& 2 poets The Raven	Poetry – classics and modern	Poetry form revision	Poetry from other cultures	Benjamin Zephaniah Carol-Ann Duffy Mya Angelou John Agard
Vocabulary, punctuation and grammar	Ready to Write Relative Clauses (whom which, where, when, whose, that or with). Modal Verbs. Adverbs to indicate degrees of possibility.  Parenthesis brackets, dashes or commas to indicate parenthesis.  Expanded noun phrases to convey complicated information concisely.	Word Classes: Subject Object  Subjunctive Form  (Assessments)	PUNCTUATION 1: Using a colon to introduce a list.  Use of the colon to introduce a list.  Use of semi-colons within lists.  Punctuating bullet points to introduce points to list information.  ACTIVE & PASSIVE: Using passive verbs to affect the presentation of information in a sentence.	PUNCTUATION 2: Using semi-colons to mark boundaries between independent clauses.  Using colons to mark boundaries between independent clauses.  Using dashes to mark boundaries between independent clauses.  Use of the semi-colon to mark the boundary between independent clauses.	Revision Assessments (SATs)  1. Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives  <u>Assessments</u>

	<p>Verbs Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Commas Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Synonyms and Antonyms</p>		<p>Use of the passive to affect the presentation of information in a sentence.</p> <p>FORMAL &amp; INFORMAL: Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>The difference between structures of typical of informal speech and structures appropriate for formal speech and writing</p>	<p>Use of the semi-colon to mark the boundary between independent clauses.</p> <p>Use of the dash to mark the boundary between independent clauses.</p>		
Spelling	<p>Words with the short vowel sound/i/ spelled y.</p> <p>Words with long vowel sound/i/ spelled with a y.</p> <p>Adding the prefix 'over' to verbs.</p> <p>Convert nouns or verbs into adjectives using the suffix '-ful.'</p> <p>Words which can be nouns and verbs.</p>	<p>Prefix: dis, un, over, im. Each have a particular meaning; dis-reverse; un-not; over-above/more; im-opposite.</p> <p>Words with the /f/ sound spelled ph.</p> <p>Words with origins in other countries.</p> <p>Words with unstressed vowel sounds.</p> <p>Words with endings/shuhl/ after a vowel letter.</p>	<p>Words with endings/shuhl/ after a consonant letter.</p> <p>Words with the common letter string 'acc' at the beginning of words.</p> <p>Words ending in '-ably.'</p> <p>Words ending in '-ible.'</p> <p>Adding the suffix '-ibly' to create an adverb.</p> <p>Challenge Words Y5/6.</p>	<p>Changing '-ent' to '-ence.'</p> <p>-er, -or, -ar at the end of words.</p> <p>Challenge Words Y5/6.</p> <p>Challenge Words Y5/6.</p>	<p>Adverbs synonymous with determination (intently, diligently, knavishly).</p> <p>Challenge Words Y5/6.</p> <p>Adjectives to describe settings</p> <p>Vocabulary to describe feelings</p> <p>Challenge Words Y5/6.</p> <p>Challenge Words Y5/6.</p>	<p>Challenge Words Y5/6.</p> <p>Adjectives to describe character.</p> <p>Grammar Vocabulary.</p> <p>Challenge Words Y5/6.</p> <p>Mathematical vocabulary</p> <p>Revision of Y5/6 Challenge Words.</p>

	<p><b>Words with an/o/ sound spelled 'ou' or 'ow.'</b></p> <p><b>Words with a 'soft C' spelled/ce/.</b></p>	<b>Challenge Words Y5/6.</b>				
<b>Statutory spelling list</b>	Challenge words Y5/6.	Challenge words Y5/6.	Challenge words Y5/6.	Challenge words Y5/6.	Challenge words Y5/6.	Challenge words Y5/6.
<b>Handwriting</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <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>Spoken Language opportunities</b>	Presentation of poetry PPT Presentations Mock interviews Hot Seating	Reading aloud written stories RE Debate on Refugees WW1&2 Poetry Drama Christmas assembly/Carol Service	Drama/Role Play Debates Reading aloud of written work, fiction, non-fiction and poetry	Performance poetry Interview professionals Easter Assemblies-Holy Week	<b>REVISION</b>	Performance poetry News reporters – questioning each other  Leavers' assembly