



Year 6 Long Term Plan - English



Autumn Term One	Text	Text features	Teaching Resources			
	Recount of Summer Holidays	temperature marvellous		<p>VOCABULARY</p> <p>To link words with a similar meaning or related themes</p> <p>Semantic links: challenge children to create groups of five based on subjects e.g. five modes of transport, five games to play at the beach, five things you'd eat at the seaside etc.</p>	<p>GRAMMAR</p> <p>To use adverbial phrases to build cohesion > Adverbials of time: > Create cohesion by using a range of adverbials of time.</p>	Write a recount of the Summer Holidays.
	Introduce and recap Alan Peat sentence types					Children to begin to apply sentence types to a range of pieces of writing.
	Write a formal application to apply for a Year 6 role.	sincerely, correspond environmental suggest	<p>Tier 2</p> <p>application, enclose, enrichment, punctual, qualification, unorthodox</p>	<p>VOCABULARY</p> <p>To identify the difference between vocabulary used in informal and formal speech and writing > Spot the pairs – formal and informal words and phrases. E.g. a card sort</p>	<p>COMPOSITION</p> <p>To use the colon to introduce lists and the semi-colon within lists > Punctuate lists correctly using colons, semi-colons and commas.</p>	Write a formal letter of application for a Year 6 role using the advertisements supplied.



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				activity where words/ phrases from opposite ends of the register range are spotted and paired (determined/ don't give up...)		
	Poem – stimulus write using Literacy shed.	Include Year 5/6 vocabulary.	VOCABULARY To spell words with endings that sound like /jəs/ , spelt '-cious' or '-tious' > Year 5/ Year 6 spelling objectives: Endings which sound like/jəs/ spelt -cious or -tious (e.g. gracious, ferocious, precious)	COMPOSITION To use figurative language, using other similar writing as models for their own	Investigate types of figurative language.	Plan, write and edit a poem based on the model text/stimulus. Read the poem aloud.
	A story set on board The Beagle sentence.	Controversy, develop, foreign, physical, muscle Tier 2 conical, discover, dread, lurch, plume, voyage	VOCABULARY To know how words are related by meaning as synonyms > Sort the synonyms. Provide children with synonyms	GRAMMAR To use relative clauses beginning with who, which, where, when, whose, that Relative clauses: pupils should decide which is the appropriate relative clause to be		Write a story about life aboard The Beagle.



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		Tier 3 observe, specimen	and non-synonyms of the tier 2 words. Which are synonyms and which are not? Check their work with a thesaurus.	used in each sentence. story about life aboard The Beagle.		
Autumn Term Two	Text	Text features		Teaching Resources		
	<p>Report text describing the characteristics of an animal and how it has changed over time.</p> <p>Children will have the opportunity to create an animal of their own choice.</p>	environment, existence, identity, variety	<p>Tier 2 pollution, selection, theory, variation, vulnerable</p> <p>Tier 3 adapt, adaptation, camouflage, characteristic, evolution, genetic, mutation, nocturnal, predator, reproduce, species,</p>	<p>VOCABULARY To spell some words with silent letters Look for examples of words with silent letters in the model text (subtle, known, islands, environments) and look at further examples of words with silent letters</p>	<p>GRAMMAR To use passive verbs Look at how both active and passive verbs are used to change how information is presented in a sentence.</p>	Create own reports describing how animals have adapted and evolved over time.



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			specimen, survival			
	A tourist guide promoting Egypt as a destination, including the pyramids.	leisure, queue, temperature	Tier 2 attraction, destination, distinct, hub, vacation	PUNCTUATION To use hyphens to avoid ambiguity > Investigate how hyphens are used to make meaning clear for the reader and to join adjectives. To accurately use and include speech marks to convey and add to the action.	GRAMMAR To use expanded noun phrases to convey information concisely > Create expanded noun phrases to convey complex information. > Pupils will revisit previous work on expanding noun phrases through the use of modifying adjectives, nouns and prepositions	Design your own tourist attraction. Pupils should design their own Eyyptian tourist attraction and write a persuasive leaflet to attract visitors. Pupils should proofread their work and check their work for consistent use of tense, the use of layout devices to aid cohesion and use of expanded noun phrases.
	Christmas stimulus write using Mog			PUNCTUATION To accurately use and include speech marks to convey and add to the action.		
Spring Term One	Text	Text features	Teaching Resources			
Recount of Winter Holidays	temperature marvellous		VOCABULARY To link words with a similar	GRAMMAR To use adverbial phrases to build	Write a recount of the Winter Holidays.	



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			<p>meaning or related themes</p> <p>Semantic links: challenge children to create groups of five based on subjects e.g. five modes of transport, five games to play at the beach, five things you'd eat at the seaside etc.</p>	<p>cohesion ></p> <p>Adverbials of time: ></p> <p>Create cohesion by using a range of adverbials of time.</p>		
Enrichment Week	Magical Setting					
	Diary of events – stimulus write linked to an investigation or crime scene.	definite, equipment, explanation	Year 5 and 6 vocabulary	<p>VOCABULARY</p> <p>To distinguish between words that are often confused - homonyms</p> <p>Etymology and meaning: Investigate the polysemic (words capable of having several meanings) nature of some words e.g. current, charge, cell etc.</p>	<p>COMPOSITION</p> <p>To select appropriate grammar, understanding how these choices can change and enhance meaning – verb forms</p> <p>> Identify different verb forms (e.g. past/present perfect, past/present progressive). ></p> <p>Rewrite sentences</p>	<p>Write a diary entry / ies recounting the events based around an investigation/crime scene.</p> <p>Check that a variety of verb forms have been used correctly in their writing</p>



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					using different verb forms.	
	A 'question and answer' explanation text about the workings of the human heart	muscle, rhythm, system	<p>Tier 2 contract, dispose of, function</p> <p>Tier 3 artery, atrium, blood vessel, carbon dioxide, cardiac, circulatory, oxygen, pulse, valve, vein, ventricle</p>	<p>COHESION To use organisation devices – headings and diagrams > Create headings and labelled diagrams for texts</p>	<p>PUNCTUATION To punctuate bullet points in a list > Investigate the use of bullet points to list information clearly.</p>	Pupils should write their own 'question and answer' style explanation text. Pupils should their writing for consistent use of tense.
	<p>Creative writing piece – 3rd person, fictional narrative.</p> <p>Use of AI.</p>	Year 5/6 vocabulary.	<p>Grammar Fronted adverbial and preposition.</p>	<p>Punctuation Punctuation to show parenthesis.</p>		Pupils should write their own ending to the stimulus video clip. Children will pupil edit in the margin to highlight grammar and punctuation used.
Spring Term Two	Text	Text features	Teaching Resources			



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	<p>Newspaper report Peter and the Wolf- Literacy shed used to advance speech.</p>	<p>Accompany, aggressive, desperate, according Tier 2 determined, commotion, obey, scold, hoist, postscript</p>	<p>VOCABULARY To understand the difference between vocabulary typical of informal speech and more formal speech and writing > Explore language used in formal and informal speech and writing</p>	<p>COMPOSITION To use passive verbs to affect the presentation of information in a sentence Agentless passive in order to create formality within the newspaper report The duck was snatched... the duck was eaten...the wolf was taken to the zoo...</p>		<p>Create own newspaper report Agentless passive for formality, informal structures within direct speech, opinion expressed through authorial/ editorial voice</p>
	<p>Stimulus poem using Subjunctive form</p>			<p>VOCABULARY To know how words are related by meaning as synonyms > Investigate synonyms of words used in the poem, and plan and write own poems in a similar style using their knowledge of synonyms</p>	<p>GRAMMAR To use the subjunctive form to show wishes and desires > Identify when the subjunctive has been formed correctly (was/ were) to show wishes and desires (If I were ..., I wish I were...)</p>	<p>Create own poem using the structure given. Include modal verbs could, should etc. along with subjunctive to create the sense of a wish. Pupils should check their work to check for subject verb agreement and proofread for spelling and punctuation errors.</p>



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	How to reduce your carbon footprint	community, individual, conscience, disastrous	Tier 3 carbon, carbon dioxide, climate, conserve, emission, methane, renewable, sustainability	GRAMMAR To evaluate and edit, checking that subject and verbs agree > Proof-read a piece of writing and edit to ensure that subjects and verbs agree.	COMPOSITION To use a range of cohesive devices to link ideas within and across paragraphs > Investigate how a range of cohesive devices are used to link ideas within and across paragraphs.	Plan and write an information sheet about reducing your carbon footprint. Proofread for spelling and punctuation errors and check that subjects and verbs agree.
Summer Term One	Text	Text features	Teaching Resources			
	Letter from the headteacher – rules and regulations	equipped, equipment, environment, accommodate, appreciate	Tier 2 adhere, administer, allegation, ambassador, deviation, ensure, forbidden, hazardous, insist, instil, refrain, request, specify, submit, temporarily, tolerate	VOCABULARY To select appropriate vocabulary to create a formal tone > Grade the synonyms: > Pupils should sort synonym cards grading them from least to most formal	COMPOSITION To use the subjunctive form in very formal speech and writing > Subjunctive form > We request that children come equipped for school...parents are asked...were they to come dressed inappropriately...	Create a set of formal directions/ list of rules (twist on this – must wear trainers, bring fizzy drinks, eat sweets but written in formal style). Ensure they maintain the correct register
	An advertisement for a pair of new trainers	marvellous, recommend,	Tier 2 durability, durable,	VOCABULARY To use a dictionary to check the	COMPOSITION To use hyphens to avoid ambiguity >	Design a trainer and write a persuasive article or leaflet



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		definite(ly), excellent	features, manoeuvre, manoeuvrability, material, product, stable, traction	meaning of words > Investigate how words can have more than one meaning	Pupils should determine the meaning of sentences with and without hyphens e.g. man eating shark/ man-eating shark.	advertising it. Pupils should check their work for subject verb agreement and the correct register.
	Retelling Aesop's Fables	ancient, nuisance persuade, suggest	Tier 2 arrogance, behaviour, calloused, grove, humility, smug	VOCABULARY To know words are related by meaning as antonyms > Investigate antonyms and how they can be used to describe characters with opposing characteristics	COMPOSITION To précis longer passages > Pupils should read and summarise examples of Aesop's Fables.	Plan, write and edit a modern fable Pupils could use 'The Tortoise and the Hare' and change this to a story about two children doing their schoolwork – slow and steady wins the race
Summer Term Two	Text	Text features		Teaching Resources		
	A story set in South America	Disastrous, familiar, foreign, suggest, variety	Tier 2 co-operation Tier 3 canopy, eco-system, habitat, vegetation	VOCABULARY To know how words are related by meaning as synonyms and antonyms > Synonyms and antonyms: research synonyms for vocabulary used in	COMPOSITION To use semi-colons to mark boundaries between independent clauses > Investigate how semicolons are used to join two related sentences with equal importance	Plan and write a story set in the Amazon rainforest. Pupils should proofread their work for spelling and punctuation errors. They should read their work aloud



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				the story to show movement and how antonyms provide contrast		
	Mayan fact file e.g. religion, government structure, agriculture (chocolate)	ancient, environment, equipment, government, sacrifice	<p>Tier 2 agriculture, catastrophe, hierarchy, mural, noble, pandemic, plaza, society, terrace</p> <p>Tier 3 archaeologist, civilisation, hieroglyphs, observatory, parchment, sacrifice</p>	<p>VOCABULARY To distinguish between homophones and other words that are easily confused > Examples of homophones and homonyms will be studied, looking at different meanings. pupils can then use this to create jokes and puns</p>	<p>GRAMMAR To use expanded noun phrases to convey complicated information concisely > Look at examples of expanded noun phrases and learn how to use knowledge of synonyms to make them concise.</p>	Write a fact file about modern day Mexico
	School report	achieve/d available average develop excellent suggest	<p>Tier 2 capable, curriculum, deteriorate, effort, impatient, perseverance, progress, study</p>	<p>VOCABULARY To distinguish between words that are often confused - homonyms > Explore the polysemic nature of the word report e.g. It can be a noun and a verb and be used in multiple ways.</p>	<p>COMPOSITION To select appropriate grammar, understanding how these choices can change and enhance meaning – verb forms > Year 6 have been learning about...Rachel has worked hard...Rachel could/ should/ may find etc.</p>	Write a school report about YOU. Choose the subjects and write with the correct level of formality Pupils should read their reports aloud.



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