

English Long Term Plan Year 6 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What made the Ancient Egyptians one of the most successful civilisations?	What are some of the major human and physical challenges faced around the globe and how can we make a positive difference?	How did the wars impact Britain and the world – what do we learn about conflict and resolution?		How can maps help us understand a place?	How can we make our mark?
Year 6	English Texts	'The Tin Forest' F Helen Ward 'Lizzy and the Cloud' F The Fan Brothers 'Marcy and the riddle of the Sphinx' F ' Joe Todd Stanton 'Holes' F Louis Sachar	'The Hobbit' F J R R Tolkien (Novel Study) 'Little People, Big Dreams, Greta Thunberg' NF Maria Sanchez Vegara Greta Thunberg's Speech for UN Climate Action Summit NF	'Pax' F Sara Pennypacker (Novel Study) 'My Secret War Diary' F Flossie Albright 'In Flanders Fields' NF John McCrae 'The Arrival' F Shaun Tan 'Little People, Big Dreams, Anne Frank' NF Isabel Sanchez 'Macbeth' P William Shakespeare		'The House with the Chicken Legs' F Sophie Anderson (Russian Folklore) 'The House by the Lake' F Thomas Harding & Britta Teckentrup (Set in Germany)	'A Place Called Perfect' F Helena Duggan 'The Varmints' F Helen Ward 'The Tear Thief' F Carol Ann Duffy
	Text Type and Outcome	Fiction Story Retell (TTF) Explanation text (L&TC) Letters home (Holes) Non-fiction Who were the Egyptians? Lizard Information Text (Holes)	Fiction Setting Description Character Description Poetry Impossible Gifts – James Carter The Hobbit – Poem (To perform) Non-Fiction: Climate Change Speech Greta Thunberg Information Text	Fiction Alternative opening chapter Narrative from Pax's perspective of being left Chapter retell (1 st person) Letters as an evacuee Diary entries Informal letters Retell the opening scene (Macbeth) Playscript (Macbeth) Non-fiction Who was Anne Frank? Poetry In Flanders Fields (To perform)		Fiction Chapter retell Newspaper Article Character Comparison (Baba Yaga) Narrative - writing from Baba's perspective Non-fiction: Instructions Text – to take care of a lamb Explanation Text - Guiding through the gates	Fiction: Retell of chapters one and two from different character perspectives Setting description Looking after a Varmint Persuasive letter from the Varmints Newspaper article about the arrival 'OTHERS' Alternative Chapter
	Grammar and Punctuation	Consolidate & Y6 POS: Full stops / capital letters Simple Sentences Statement, question, exclamation command Exclamation marks Question marks Use of semi-colon, colon and dash to mark the boundary between independent clauses Colon – instructions bracket – dash Adverbs Informal / formal Bullet points Rhetorical questions Tense (past, present, future)	Consolidate & Y6 POS: Simple, compound and complex sentences subject / object Subordinating Conjunctions Co-ordinating Conjunctions Use of semi-colon, colon and dash to mark the boundary between independent clauses verbs nouns adjectives prepositions / prepositional phrases noun phrases suffix / prefix Parenthesis bracket – dash Consonant/Vowel Relative clause Informal / formal speech	Consolidate & Y6 POS: Direct speech Indirect speech Inverted commas Commas for sentence of 3 Fronted adverbial Apostrophes for contractions views / opinions and facts parenthesis Singular / plural Suffix / prefix Word family Cohesive devices (repetition of work or phrase, use of adverbials and ellipsis) Pronoun – relative/ possessive Clause Fronted adverbial Using hyphens to avoid ambiguity Commas for clarity		Consolidate & Y6 POS: Similes Metaphors Using dashes or commas to indicate parenthesis Using commas to clarify meaning or avoid ambiguity Devices to build cohesion Bossy verbs - imperative Determiner/ generaliser Pronoun – relative/ possessive Clause Synonyms and antonyms Use of passive to affect the presentation in a sentence Subjunctive form	Consolidate & Y6 POS: Tense (past, present, future) Modal verb Determiner/ generaliser Revision

			Similes Metaphors Alliteration Rhetorical questions	Present perfect tense Past Perfect tense Past and present progressive		
Reading skills	Through reading pupils are taught to: <ul style="list-style-type: none"> - Maintain positive attitudes to reading and understanding of what they have read - Understand what they read - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for their views 					
Handwriting	Pupils are taught to: <ul style="list-style-type: none"> - Write legibly, fluently and with increasing speed 					
Spelling	Pupils are taught to spell by: <ul style="list-style-type: none"> - Using further prefixes and suffixes and understand the guidance for adding them - Spell some words with silent letters - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 					
	Statutory requirements for Y5 and Y6: Assessment at the start of the year to check: Homophones and other words that are often confused (spelling and meaning) Words ending with sounds cious or tious Words ending in ant, ance/ancy, ent, ence/ency	Statutory requirements for Y5 and Y6: Use of hyphens Words ending with sounds cial and tial Words ending in able, ible, ably and ibly Adding suffixes beginning with vowel letters to words ending in fer	Statutory requirements for Y5 and Y6: Words with the i sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e letters whose presence cannot be predicted from the pronunciation of the word). Assessment and revision of all previous spelling rules.	Statutory requirements for Y5 and Y6: Assessment and revision of all previous spelling rules.	Statutory requirements for Y5 and Y6: Assessment and revision of all previous spelling rules.	Statutory requirements for Y5 and Y6: Assessment and revision of all previous spelling rules.