



St Laurence's CE Primary School
English
Long Term Plan
Year 6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Text When We Were Warriors Emma Carroll Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph Draw inferences (characters' feelings, thoughts and motives) and justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>	<p>Reading Text Into the Jungle Katherine Rundell Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (characters' feelings, thoughts and motives); justify with evidence () - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>	<p>Reading Text The Happy Prince and Other Tales Oscar Wilde Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (characters' feelings, thoughts and motives); justify with evidence () - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>	<p>Reading Text The Explorer Katherine Rundell Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (characters' feelings, thoughts and motives); justify with evidence () - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>	<p>Reading Text Great Adventurers Alastair Humphreys Non-Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (characters' feelings, thoughts and motives); justify with evidence () - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>	<p>Reading Text Sky Chasers Emma Carroll Fiction</p> <p>Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (characters' feelings, thoughts and motives); justify with evidence () - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across texts</p>
<p>Writing Text Star of Fear, Star of Hope Jo Hoestlandt Fiction</p> <p>GPS -Use expanded noun phrases to convey complicated</p>	<p>Writing Text Can We Save the Tiger? Martin Jenkins Non-Fiction</p> <p>GPS -Enhance meaning through selecting appropriate</p>	<p>Writing Text The Selfish Giant Oscar Wilde Fiction</p> <p>GPS -Distinguish between the language of speech and</p>	<p>Writing Text Island Jason Chin Non-Fiction</p> <p>GPS -Use passive verbs -Variety of verb forms used</p>	<p>Writing Text Manfish Jennifer Berne Non-Fiction</p> <p>GPS -Use relative clauses beginning with who, which,</p>	<p>Writing Text Sky Chasers Emma Carroll Fiction</p> <p>GPS -Recognise vocabulary and structures for formal speech</p>



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<p>information concisely (recap from Y5) -Use passive verbs -Link ideas across paragraphs using a wider range of cohesive devices -Integrate dialogue to convey character and advance the action</p> <p>Outcome Fiction: Flashback Story</p>	<p>grammar and vocabulary -Use modal verbs and adverbs to indicate degrees of possibility -Use brackets, dashes or commas to indicate parenthesis</p> <p>Outcome Report writing – Information, explanation and persuasion hybrid text</p>	<p>writing -Recognise vocabulary and structures for formal speech and writing, including subjunctive forms -Use passive verbs -Use semi-colons to mark boundaries between independent clauses</p> <p>Outcome To write a version of the Selfish Giant narrative - choosing either a retelling in first or third person or from a character's point of view</p>	<p>correctly and consistently including the progressive and the present perfect forms -Use a wide range of devices to build cohesion -Use organisational and presentational devices to structure text -Use colons to mark boundaries between independent clauses</p> <p>Outcome To write a journalistic report (hybrid) about Charles Darwin's discoveries</p>	<p>where, when, whose, that or an omitted relative pronoun (Y5) -Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation -Use a colon to introduce a list and use semi-colons within lists -Use hyphens to avoid ambiguity</p> <p>Outcome To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p>	<p>and writing, including subjunctive forms -Identify the audience and purpose for writing -Choose the appropriate register -Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Outcome To write the next chapter of Sky Chasers in the style of the author from two different viewpoints</p>
<p>Spelling Review/Mastery Focus Word list – years 3 and 4 Word list – years 5 and 6</p> <p>Adding -ing, -ed, -er, -est, -en to root words ending in y and words ending in e Adding -ed, -ing, -er, -est, -en to words with more than one syllable (Y3/4*)</p> <p>Adding -ed, -ing, -er, -est, -en to words with more than one syllable (Y3/4*)</p>	<p>Spelling Review/Mastery Focus Word list – years 3 and 4 Word list – years 5 and 6</p> <p>The suffix -ous Endings which sound like /ʃəs/ spelt -cious and -tious</p> <p>The suffix -ous Endings which sound like /ʃəs/ spelt -cious and -tious</p> <p>Singular and plural possessive apostrophe Use of the hyphen</p>	<p>Spelling Review/Mastery Focus Word list – years 5 and 6 (previously taught) Word list – years 5 and 6</p> <p>Words with the /i:/ sound spelt ei after c (year 5 mastery) Words with the /i:/ sound spelt ei after c</p> <p>Words with the /i:/ sound spelt ei after c Words with the /i:/ sound spelt ei after c</p>	<p>Spelling Review/Mastery Focus Word list – years 5 and 6 (previously taught) Word list – years 5 and 6</p> <p>Word list – years 5 and 6 (identifying nouns and adjectives) Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</p> <p>Endings which sound like /ʃən/ spelt -tion, -sion, -ssion</p>	<p>Spelling Review/Mastery Focus Word list – years 5 and 6 (previously taught) Word list – years 5 and 6</p> <p>The suffix -ation Words ending in -ant, -ance/-ancy</p> <p>The suffix -ation Words ending in -ant, -ance/-ancy</p> <p>Endings which sound like /ʃən/ spelt -tion, -sion, -ssion</p>	<p>Spelling Review/Mastery Focus Word list – years 5 and 6 (previously taught) Word list – years 5 and 6</p> <p>Homophones and near-homophones Homophones and other words that are often confused</p> <p>Homophones and near-homophones Homophones and other words that are often confused</p>



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<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Adding -ing, -ed, -er, -est, -en to words of one syllable ending in vowel consonant, to words ending in y, words ending in e, including words with more than one syllable</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Words containing the letter-string ough</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Words containing the letter-string ough</p>	<p>Homophones and near-homophones</p> <p>Homophones and other words that are often confused</p> <p>Homophones and near-homophones</p> <p>Personal spelling log</p>	<p>Words with 'silent' letters (year 5 mastery)</p> <p>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</p> <p>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</p> <p>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</p> <p>Contractions (high frequency and common exception words)</p> <p>Contractions</p>	<p>Words ending in -able/-ably and -ible/-ibly</p> <p>Endings which sound like /ʃəʊn/ spelt -cian</p> <p>Words ending in -able/-ably and -ible/-ibly</p> <p>Homophones and near-homophones</p> <p>Homophones and other words that are often confused</p> <p>Homophones and near-homophones</p> <p>Personal Spelling Log</p>	<p>Words ending in -ent, -ence/-ency</p> <p>Endings which sound like /ʃəʊn/ spelt -cian</p> <p>Words ending in -ent, -ence/-ency</p> <p>Apostrophes for contraction and possession (singular and plural)</p> <p>Use of the hyphen</p>	<p>Word list – years 5 and 6</p> <p>Personal Spelling Log</p> <p>Word list – years 5 and 6</p> <p>Personal Spelling Log</p> <p>Word list – years 5 and 6</p> <p>Personal Spelling Log</p>
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