

# ENGLISH

## Long Term Plan

### Year Six



#### Reading Milestones

#### Breadth of Study (KS2)

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

#### Read words accurately

- Apply knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
- Read age-appropriate books with confidence and fluency (including whole novels).
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

#### Understand texts

- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of reading.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare 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.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.
- Retrieve and record information from non-fiction.
- Participate in discussion about books building on their own and others' ideas and challenging views courteously
- Distinguish between statements of fact and opinion.

	<ul style="list-style-type: none"> <li>- Provide reasoned justifications for views.</li> </ul>
	<p>Extra</p> <ul style="list-style-type: none"> <li>- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Read books that are structured in different ways and read for a range of purposes.</li> <li>- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- Use dictionaries to check the meaning of words that they have read</li> <li>- Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>

## Writing Milestones (Milestones in red are *non-negotiable*)

### Breadth of Study (KS2)

- Narrative:
  - o Write stories set in places pupils have been.
  - o Write stories that contain mythical, legendary or historical characters or events.
  - o Write stories of adventure.
  - o Write stories of mystery and suspense.
  - o Write letters.
  - o Write plays.
  - o Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
- Non-fiction:
  - o Write instructions.
  - o Write recounts.
  - o Write persuasively.
  - o Write explanations.
  - o Write non-chronological reports.
  - o Write biographies.
  - o Write in a journalistic style.
  - o Write arguments.
  - o Write formally.
- Poetry:
  - o Learn by heart and perform a significant poem.
  - o Write a haiku.
  - o Write a cinquain.
  - o Write poems that convey and image (simile, word play, rhyme and metaphor).

### Spell correctly

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Spell the vast majority of words correctly.

<i>Punctuate accurately</i>	<ul style="list-style-type: none"> <li>- Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>o Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms e.g. question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were...' or 'Were they to come...' in some very formal writing and speech.</li> <li>o Using passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse v.s. The window in the greenhouse was broken by me.</li> <li>o Using the perfect form of verbs to mark relationships of time and cause.</li> <li>o Using expanded noun phrases to convey complicated information concisely.</li> <li>o Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>o Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>- Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>o Using hyphens to avoid ambiguity e.g. manating shark v.s. man-eating shark or recover v.s. re-cover.</li> <li>o Using brackets, dashes or commas to mark boundaries between independent clauses.</li> <li>o Using a colon to introduce a list.</li> <li>o Punctuating bullet points consistently.</li> </ul> </li> </ul>
<i>Use sentences appropriately</i>	<ul style="list-style-type: none"> <li>- Write sentences that include: <ul style="list-style-type: none"> <li>o Relative clauses</li> <li>o Modal verbs</li> <li>o Relative pronouns</li> <li>o Brackets</li> <li>o Parenthesis</li> <li>o A mixture of active and passive voice</li> <li>o A clear subject and object</li> <li>o Hyphens, colons and semi colons</li> <li>o Bullet points</li> </ul> </li> </ul>
<i>Write with purpose</i>	<ul style="list-style-type: none"> <li>- Identify the audience for writing - know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.</li> <li>- Choose the appropriate form of writing using the main features identified in reading</li> <li>- Note, develop and research ideas.</li> <li>- Plan, draft, write, edit and improve.</li> </ul>
<i>Use imaginative description</i>	<ul style="list-style-type: none"> <li>- Use the techniques that authors use to create characters, settings and plots.</li> <li>- Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>- Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
<i>Organise writing appropriately</i>	<ul style="list-style-type: none"> <li>- Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>- Choose effective grammar and punctuation.</li> <li>- Ensure correct use of tenses throughout a piece of writing.</li> </ul>

<i>Use paragraphs</i>	<ul style="list-style-type: none"> <li>- Write paragraphs that give the reader a sense of clarity.</li> <li>- Write paragraphs that make sense if read alone.</li> <li>- Write cohesively at length, linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</li> </ul>
<i>Analyse writing</i>	<ul style="list-style-type: none"> <li>- Use and understand grammatical terminology in discussing writing and reading: <ul style="list-style-type: none"> <li>o Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul> </li> <li>- Know how words are related by meaning as synonyms and antonyms (for example, big, large, little).</li> </ul>
<i>Present writing</i>	<ul style="list-style-type: none"> <li>- Perform compositions using appropriate intonation and volume.</li> </ul>
<i>Present neatly</i>	<ul style="list-style-type: none"> <li>- Write fluently and legibly with personal style.</li> </ul>

Term 1 - We are Unique		Term 2 - Winter Travels	
Reading	Writing	Reading	Writing
Boy at the back of the class (Onjali Q Rauf)	Newspaper	Shakleton's Journey (William Gill)	Adventure Narrative
I am not a label (Cerrie Burnell)	Biography	A Christmas Carol (Charles Dickens)	Narrative
Gender Swapped Fairytales (Jonathon Plackett & Karrie Fransman)	Fairy Tales (Bias and Stereotypes)	Inchcape Rock (Robert Southey)	Ballad Poem
Book Family/Class Novel: Boy at the Back of the Class No Ballet Shoes in Syria (Catherine Bruton)		Book Family/Class Novel: Malamander (Thomas Taylor)	
Term 3 - Stranded		Term 4 - Woeful World War II	
Reading	Writing	Reading	Writing
The Explorer (Katherine Rundell)	Setting Description	Letters from the Lighthouse (Emma Carroll)	Persuasive letter/speech
Kensuke's Kingdom (Michael Morpurgo)	Diary	Goodnight Mr Tom (Michelle Magorian)	Non-chronological report

		Rose Blanch (Christophe Gallaz and Roberto Innocenti)	Narrative
Book Family/Class Novel: The Island (Picture book: Armin Greder) Kensuke's Kingdom		Book Family/Class Novel: When the Sky Falls (Phil Earle)	
Term 5 - Magic and Mystery		Term 6 - Saving Planet Earth	
Reading	Writing	Reading	Writing
The Nowhere Emporium (Ross Mackenzie)	Persuasive leaflet	Greta (Greta Thunberg) (speech)	Balanced Argument
The Last Spell Breather (Julie Pike)	Suspense Writing	Non-Fiction Text	Explanation (Global warming)
		My Teacher Said to Write a Sonnet Now (Kenn Nesbitt)	Sonnet
Book Family/Class Novel: Mystery of the Nightwatchers (A.M Howell) Murder Most Unladylike (Robin Stevens)		Book Family/Class Novel: Boy in the Tower (Polly Ho-Yen)	