

Long Term English Curriculum Year 6

Year Group 6	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
Topic/theme	History-WW2 Science- Living things and habitats	History-WW2 Science- Electricity	Geography- North and South America Science- Light	Geography- North and South America Science- Circulatory System	Geography- The Amazon Science- Variations	History- The Mayans Science- Fossils
Class Reader and author	Goodnight Mister Tom- Michelle Magorian		Holes- Louis Sachar		The Explorer- Katherine Rundell	
Stimuli for writing <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	Extracts form Ann Frank Diary	Pie Corbet-The Tunnel	Setting Description – including Camp Lake-Louis Sachar	The Highwayman Charge of the light brigade	Mission Possible- Kat Pennington	Examples of balanced arguments Holiday brochures/ Fact files
Writing Model/ outcome Approx. 300 entertain inform persuadediscuss Narrative/ Non-Fiction/ Poetry	(All time tool Kit-SPAG) 3 week Grammar Unit Week 1 sentences Week 2 punctuation Week 3 word classes (All time tool kit created) Diaries	Narrative- Tale of fear-suspense x 3wks Poetry	Discussion- Camp Green Lake Setting description x2 Character description x 2	Narrative poetry- x 3 Narrative poetry x 3	SATs Narrative- finding story /adventure story	Persuasion letter Information sheet/ factfile- Amazon

GPS to be focused on in model texts (add selected to Unit Cover page)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for children
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. 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 elision. Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover)	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause pronoun, possessive pronoun, adverbial relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Short Burst Writing/ Writing for pleasure. (At least 3 x per week across the curriculum)

Sentences and handwriting practice (At least 3x a week.)

Writing skills/ Outcomes (also see Gov Statements)

.WTS-EXP Year 5 (Also see KS2 WRITING STATEMENTS FROM ENGLISH WRITING FRAMEWORK)

Edit without prompting

- All sentences start with a capital letter. end with full stops./question mark./exclamation marks
- Paragraphs are used to organise main ideas.
- Commas are used in a list (including adjectival lists).
- descriptive words (adjectives, synonyms, adverbs)
- headings, sub-headings, bullet points purpose is obvious.
- apostrophe to show omission,
- Spelling is correct, year 3 and 4 lists
- handwriting is legible/ joined
- Year 5 spellings lists are attempted and mostly correct
- Tense correct throughout
- Narratives well-paced
- Complex sentence.
- Relative clauses
- Modal verbs
- Parenthesis-Brackets, commas
- apostrophe to show possession/ plural possession,
- “inverted commas”/ Reporting clause punctuated
- Appropriate vocabulary and grammar formality / informality
- Adverbials are used for cohesion -coordinating conjunctions (and, but, or) and simple subordinating conjunctions (if, that, when, because) are used to join main clauses in some sentences to create cohesion.
- Adventurous, ambitious words.
- Whole text if able or section to show desired skill at least a page and a half

EXP

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.2

- Appropriate language for that audience
- Atmosphere in my narratives
- “inverted commas/speech marks” explain/convey a character and move the action along in narratives.
- Appropriate vocabulary and grammar formality / informality
- Adverbials are use for cohesion -coordinating conjunctions (and, but, or) and simple subordinating conjunctions (if, that, when, because) are used to join main clauses in some sentences to create cohesion.
- The tense of my writing is clear and consistent with correct verbs - the verbs ‘agree’ to create clear past, present and future tenses.
- Pronouns to refer to previously mentioned things.commas between adjectives, to show pauses, and to make the meaning of each sentence clear.
- Various punctuation including: colons, semi-colons, dashes, hyphens and ellipses are used mostly correctly.
- Spelling is mostly correct for words in the year 5 and 6 lists
- Adventurous, ambitious words. Proper nouns are capitalised. Write at speed and maintain regular: spacing, letter size, formation. Clear purpose, and it is suitable for the intended audience (e.g. my instructions are clear and can be appropriately followed).
BONUS: A range of different conjunctions are used, sometimes in different parts of the sentence: beginning, middle or end. >in addition, alternatively, consequently, meanwhile, as a result, similarly, nevertheless, on the other hand, e.g.<

Progressive skills for Different Genres

Narrative – purpose/ skills

- Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.
- Look at elements of an author’s style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) *a different character takes over the story-telling, the story has 2 narrators* – talk about the effect that this has on the story and the reader’s response.
- Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody*; recognise that authors can use dialogue at certain points in a story to, (e.g.) *explain plot, show character and relationships, convey mood or create humour.*
- Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader’s view of a place or situation.
- Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.

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- Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information.
- Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;
- Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.*

Non-Fiction-Purpose/skills

- In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
- Establish, balance and maintain viewpoints
- Use the conventions and language of debate when orally rehearsing a balanced argument.
- Revise own non-fiction writing to reduce superfluous words and phrases.
- Discuss and explain differences in the use of formal language and dialogue
- Listen for language variations in formal and informal contexts
- Identify the ways spoken language varies
- Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader.
- Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets.
- Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

Poetry- Purpose /skills

- use language imaginatively to create surreal, surprising, amusing and inventive poetry;
- use simple metaphors and personification to create poems based on real or imagined experience;
- select pattern or form to match meaning and own voice
- interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes
- explain the impact of figurative and expressive language, including metaphor;
- comment on poems' structures and how these influence meaning

Year Six – Extra Information

1. **Embedded –ing clause + pair of commas:** *Sasha, hoping to meet him again, had returned to the library.*
2. **Embedded past participle clause + pair of commas:** *Tom, beaten by his old enemy, was feeling humiliated and tired.*
3. **Passive verb:** *The phones had been confiscated and locked away by the Year 6 teacher.* 4. **Passive verb without agent:** *The book had been badly damaged.*
5. **If ... clause + comma + conditional verb:** *If everyone saved a little money, it would soon make a difference.*
6. As for 5. but past tense: *If only she had known what to expect, she would have worn something different.*
7. Conditional as above but starting with "had": *Had they known how hard it would be, they would have never started the climb.*
8. –Ing verb in 1st clause, impersonal verb in 2nd: *Weighing up all the evidence, it can be seen that school uniform is a good idea.*
9. Further develop list description. semi-colon separates long items in a list: *This is what she saw on the table: a rusty iron box with broken hinges; a pile of hand-written documents; an opened bottle of red wine and a bowl of mouldy cherries.* 10. Begin adjective + preposition + subordinate clause: *Astounded at what had happened, they immediately decided to give up.*
11. Open with developed phrase describing subject of main clause: *Thought to be the first of its kind in the world, this machine eliminates the need for eating.*
12. So + adjective + that + exaggeration: *He was so evil that even vampires shrank away in fear.*
13. As in 12 but developed: *When baby Arabella cried, her piercing shrieks and sobs were so deafening that people living four streets away could not hear their television.*
14. More than one subordinate clause, + "no matter...": *Joining the two pieces together, he realised (that) the plate would never be the same again, no matter how hard he tried.*
15. Use a further range of conjunctions in subordinate clauses e.g. although, even if, whereas, despite the fact that, rather than, instead of
16. Indirect question: *Alison asked whether they had heard the noise.*
17. Indirect question with future conditional: *She wondered whether they would be going to the play.*
18. Two short closely connected main clauses separated by semi-colon: *The door opened; a stranger walked in.*
19. Begin with 2 pairs of adjectives: *Quiet and thoughtful, hopeful yet anxious, she made her way upstairs.*
20. The second main clause (after the colon) gives information about the first. The 1st clause describes; the second gives detail: *Gnortown was a dreadful place: everything was grey and no-one ever smiled.*
21. In the 2nd main clause (after the colon), the writer gives the reader some information about the story: *He wondered how long he could continue like this: he did not know he would be alone for another two days.*
22. Start with a noun + dash+ character's feelings: *Worms – she had hated them for as long as she could remember.*
23. Three "if" clauses: *If she hadn't argued with her mother, if she hadn't lost the money, if Rose hadn't cancelled her visit, she might have been smiling today.*
24. List of 3 + dash + question: *Rain, snow, drought – which of these causes the most damage?*
25. Use a semi-colon to balance two contrasting ideas: *On the left was an old fortress; on the right a ramshackle cottage. Some people think that homework is essential; others say it is pointless.*
26. Use paired conjunctions – not only.. but also.. / both.... and.... / neither... nor.... / either.... or.... / : *Not only is this idea expensive, it is also giving young people the wrong idea. This story is both boring and badly spelt.*

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27. Use inverted commas to emphasise irony: *Our "star" prize turned out to be an ugly leather bag.*