

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- Human circulation	History-WW2 Science- Electricity	Geography-North and South America Science- Classification	Geography-North and South America Science- Classification	Geography-The Amazon Science- Evolution	History-The Mayans Science- Evolution/Review
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	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	