



English Long-Term Plan

Year 6	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> Reflexive pronouns <i>myself, yourself</i> Indefinite pronouns <i>anybody, anything, anyone, someone</i> Use hyphens to avoid ambiguity
Verbs	<ul style="list-style-type: none"> Active and passive voice Subjunctive verbs/mood <i>If it were me, I'd go.</i> <i>I wish it were real.</i> Conjunctive adverbs <i>therefore, next, furthermore, in spite of</i>
Sentence Type	<ul style="list-style-type: none"> Identify and write multiclausal complex sentence joined with 2 different conjunctions. Although <i>I like to go camping, I haven't had the time to go lately, because I haven't found anyone to go with me.</i> Distinguish between active and passive voice. Active: <i>The boy kicked the ball.</i> Passive: <i>The ball was kicked by the boy.</i> Write in non-standard English within direct speech for characterisation. <i>"Hey! Alright?"</i> Use colons, semi-colons or dashes to mark the boundary between main clauses.
Punctuation	<ul style="list-style-type: none"> Use the colon to introduce lists or to explain. <i>I desire one thing and one thing only: to go to the beach.</i> Identify and write conjunctive adverbs after semi-colons or full-stops, and followed by a comma. <i>The weather app said it would rain today; however, no clouds are in the sky.</i>
Text	<ul style="list-style-type: none"> Use a variety of sentence types to avoid repetition and have impact on the reader. Write cohesive paragraphs where the topic sentence links to the preceding concluding sentence.

Year 6	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Consistently proofread for spelling and punctuation errors. Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect what the writing requires (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).
Transcription	<ul style="list-style-type: none"> Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. Choose the writing implement which is best suited for a task.
Spelling	<p style="background-color: yellow; font-size: small; margin: 0;">SCHOOL TO AMEND THIS INTO TWO COLUMNS ACCORDING TO OWN SCHEME USED</p> <ul style="list-style-type: none"> Endings which sound like /jəs/ spelt -cious or -tious Endings which sound like /jəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string oug Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused Word List: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

Year 6	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	<ul style="list-style-type: none"> To read all Y5/ Y6 exception words, in line with school's spelling scheme.
Fluency	<ul style="list-style-type: none"> Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression. Consistently and automatically integrate pausing, intonation, phrasing and rate. Read approximately 120 words per minute accurately from age-appropriate text.
Narrative Technique	<p>Reading picture books, modern and classic novels:</p> <ul style="list-style-type: none"> Identify the concepts of theme and symbolism and discuss how authors use these elements to convey deeper meanings in their stories. Compare and contrast multiple perspectives within the same text or across different texts. Analyse how different characters perceive the same events and discuss how these perspectives contribute to the overall meaning of the text.
Explore and Debate	<ul style="list-style-type: none"> Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Draw out key information and summarise the main ideas in a whole text. Distinguish independently between statements of fact and opinion, providing reasoned justifications. Compare characters, settings and themes within a text and across more than one text. Critically evaluate texts by considering the author's purpose, biases, and intended audience.
Authorial Intent	<ul style="list-style-type: none"> Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	<ul style="list-style-type: none"> Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Analyse how texts/authors make assumptions or construct stereotypes through inference.
Poetry	<ul style="list-style-type: none"> Interpret the meaning of poems and make inferences about the poet's intent. Discuss themes, mood, tone, and the poet's perspective. Respond critically to poetry, discussing their emotional reactions, personal connections, and interpretations.
Non-Fiction	<ul style="list-style-type: none"> Critically analyse nonfiction texts by considering the credibility of sources, evaluating arguments, and identifying biases.

Year 6	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> Speak fluently in front of an audience. Consciously adapt, tone, pace and volume of voice. Act in role of character portraying.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. Vary sentence structures and length for effect when speaking. Be comfortable using idioms and expressions.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Construct a detailed argument or complex narrative. Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Use humour effectively. Begin to use a variety of skills to engage an audience.