



## Staniland Academy Y6 Long Term Planning for English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Victorians		WW2: A Battle for Britain		Pushing Boundaries	
Genres to be covered	<ul style="list-style-type: none"> <li>Letter-formal</li> <li>Setting (Alma)</li> <li>Description - For Cold Write purposes</li> <li>Informal letter</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Recounts - Diary Entry (Francis)</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Persuasive advert (Short write - Advert to apply for role in movie)</li> <li>Recount - Postcard</li> </ul>	<ul style="list-style-type: none"> <li>Skull Island - Non-chron report</li> <li>Extended Narrative (Missing chapter from King Kong)</li> <li>WBW - The Story of Salva Dut</li> <li>Poetry- Power of Imagery</li> </ul>	<ul style="list-style-type: none"> <li>Stories with Flashback (Harry Potter)</li> <li>Persuasive (Trip advisor review)</li> <li>Character description (Comparison between typical and not typical grannie)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry - Blackout Poetry form Harry Potter.</li> <li>Balanced Argument</li> <li>Alma Setting description based of Autumn Term 1</li> </ul>
Curriculum Writing opportunities (min. 3 per term)	<ul style="list-style-type: none"> <li>Science - Writing a analysis of natural selection</li> <li>Adaptations of iguanas</li> <li>Enquiry question in History - How have the lives of poor children</li> </ul>	<ul style="list-style-type: none"> <li>Science - Describe a microbe</li> <li>RE - Compared Christians Rites of Passage to Sikhism.</li> <li>Geog - Describe the imports and exports of trade during</li> </ul>	<ul style="list-style-type: none"> <li>History- Write a declaration of War</li> <li>History- Different types of planes</li> <li>Science- Investigation of air resistance</li> <li>Guided Reading- Write a postcard</li> </ul>	<ul style="list-style-type: none"> <li>History- Information text- How to stay safe in an air raid</li> <li>Science- Recount- experiment write up</li> <li>SATs Focus</li> </ul>	<ul style="list-style-type: none"> <li>Science- Explanation text- how the heart works</li> <li>RE- recount of Good Samaritan</li> </ul>	<ul style="list-style-type: none"> <li>Geography- Banning plastic</li> <li>Blackout poetry-Harry Potter</li> </ul>



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	changed during the Victorian Era?	specific dates Under British Colonialism.				
Resources (Texts/Visual Resources)	Clips about Queen Victoria Video of the Galapagos Islands Cogheart	Making a Christmas cookie instruction Francis	Anne Frank's Diary Letters from the lighthouse Boy	King Kong Letters from the lighthouse	Nothing to See Here Hotel Boy Good Samaritan Grimm Brothers	Earth Heroes Blue Planet Harry Potter

Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Extended Narrative		Instructions		Poetry- Silly Stuff	
Stories with Flashback		Information Texts		Poetry- The Power of Imagery	
Myths and Legends		Balanced Argument			
Short Writing Tasks		Persuasive Writing			



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Character Descriptions		Formal Letter			
Setting Descriptions		Biography and Autobiography			
Monologues		Journalistic Writing			
Alternative Beginning/Dilemmas/Ending		Recounts			



## Staniland Academy Y6 Long Term Planning for English

### **Staniland Academy Year 6 Writing Curriculum Coverage Statements (Taken from NC)**

#### **Composition**

Confidently construct sentences in a variety of ways to clarify purpose; shape and organise text coherently and contribute to the overall effect on the reader.

Use more features of sentence structure to build up detail or express shades of meaning e.g. relative clauses, expanded noun phrases, repetition of short sentences for suspense.

Use a wider range of cohesive devices between and within paragraphs e.g. repetition of a word or phrase, ellipsis (change of time and missing information), conjunctions, adverbials of time and place, pronouns, synonymy.

Construction of paragraphs support meaning and purpose of task.

Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.

Identify the audience for/purpose of a range of text types, making features clear and establishing an appropriate style.

In narratives, describe settings, characters and atmosphere using dialogue effectively to create characters and move action forward.

Maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure.



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Competently create précis longer passages.

Use poetic techniques in a range of forms.

### **Vocabulary**

Expand vocabulary and use subject-related words appropriately.

Explain how words are related by meaning as synonyms and antonyms.

Use vocabulary typical of informal and formal, choosing appropriate vocabulary for purpose and audience which is generally varied and often ambitious e.g. using contracted forms in dialogues in narrative; using passive information is presented; using modal verbs to suggest degrees of possibility

Use a range of figurative language across various text types.

### **Grammar and Punctuation**

Punctuate sentences accurately, consistently and independently using what has been taught across KS2.

Use the active and passive verb form to affect the presentation of information in a sentence e.g. the boy opened the window (active) the window was opened by the boy (passive).

Use the subjunctive verb forms in some very formal writing and speech

Use verb tenses consistently and correctly throughout writing sometimes varying in one piece e.g simple and progressive in a recount.

Use commas deliberately to clarify meaning and avoid ambiguity within sentences and separate clauses accurately.

Use a colon to introduce a list and use semi-colons within expanded lists to separate items; sometimes using them to mark the boundary between independent clauses.

Use a hyphen for compound words, prefixes and know how to use it to avoid ambiguity.

Use a dash for effect e.g. interruption in direct speech i.e. "I didn't d-" "Oh, be quiet! I don't believe you!" ; at the end of full sentence i.e. The sorcerer was furious - more than ever!

Punctuate bullet points to list information.

Apply Standard or non-standard English to all text types.

Apply formal and informal language choices appropriate to the text.

### **Spelling**

Segment more complex words with increasing accuracy, and apply spelling rules from Year 5/6 (see English, Appendix 1). See Year 5

Apply in writing across a range of texts, words from the Year 5/6 Statutory word list in every extended piece of writing (see English, Appendix1).

Apply their knowledge of syllables, morphology, etymology and the relationship between words in spelling.

Apply all knowledge of prefixes readily. See all previous years.

Use further suffixes, applying knowledge of root word endings. See all previous years.

Recall and write an extended range of homophones and distinguish between homophones and other words which are often confused.

Use a thesaurus to enhance word choice accurately.

Use apostrophes accurately.

### **Handwriting**

Maintain legibility in joined handwriting when writing at speed.

Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Choose the writing implement that is best suited for a task.

Write dictated passages, fluently and correctly that contains the expectations of Year 6 punctuation.



## Staniland Academy Y6 Long Term Planning for English

### **Staniland Academy Year 6 Reading Curriculum Coverage Statements (Taken from NC)**

#### **Word Reading**

Effectively uses a range of reading strategies to appropriately access different types of text

Accurately applies knowledge of morphology and etymology to gain meaning of new words

Learns a wider range of poetry by heart, preparing 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

#### **Engagement with a range of texts**

Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views

Participates in discussion about books, building on their own and others' ideas and challenging views courteously

Explains and discusses reading through debates and presentations maintaining a focus on the topic

#### **Literal understanding and information retrieval- Content Domain: 2a (Victor), 2b (Rex) and 2c (Sheba)**

- Move easily across and between texts in order to compare and locate information
- Accurately summarise the most relevant points and supporting ideas across specific paragraphs
- Recognise the key conventions used across all text types

Retrieve, record and present information from non-fiction

#### **Inferential Understanding- Content Domain 2c (Sheba), 2d (Iggy), 2e (Pip), 2f (Connie), 2h (Connie)**

Begin to identify different layers of meaning within text; possibly suggesting multiple themes

Inferences and deduction based on evidence across the text

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict what might happen from details implied



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Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Distinguish between statements of fact and opinion

Identify and discuss themes and conventions in and across a wide range of writing

Make comparisons within and across books

**Authorial intent, authors' use of language and presentational features- Content Domains: 2a (Victor), 2g (Arlo)**

Awareness of different viewpoints within texts

Identify the organisational features used by the author to engage and provide specific information to the reader

Accurately use technical language to explain authors' choice of language

Check that the book makes sense, discussing understanding and exploring the meaning of words in context

Identify how language, structure, and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader