



English Long Term Plan

Year 6



Year 6 English Long Term Plan

The following document is the long term plan for Year 6 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 6 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

Handwriting: Pupils should be taught to:

Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spelling (see English Appendix 1) Pupils should be taught to spell by:

- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a thesaurus.
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Reading Objectives for each unit should be taught within the English Lessons through the T4W process in addition to Whole Class Reading and RWI Fresh Start (where needed)

Year 6 English Long Term Plan

Year 6 Narrative Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> ■ Make comparisons within and across texts. ■ Comment on the differences in author viewpoint of the same event. ■ Identify and comment on features common to different texts or versions of the same text e.g. <i>characters, settings, presentational features</i>; “<i>In these texts the characters have no positive attributes</i>”; “<i>The writers use openings that imply the character is driving the narrative</i>” ● Analyse dialogue at particular points in a story and summarise its purpose, e.g. to explain plot, show character or relationships, move plot forward ● Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and cohesive devices. Review more complex narrative structures and those with non-linear chronology. 	<ul style="list-style-type: none"> ■ Clearly identify the most relevant points, including those selected from different places in the text ■ Make comments generally supported by relevant textual reference or quotation. ■ Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. “<i>Each section starts with a question as if he’s answering the crowd</i>” ■ Make inferences based on textual evidence e.g. <i>read between the lines and find evidence for the interpretation.</i> ■ Provide explanations of inferred meanings drawing on evidence across the text. ■ Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied. ■ Make structured responses by stating the point, finding evidence and explaining ideas. ■ Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. 	<ul style="list-style-type: none"> ● Evaluate how authors use language and its effect on the reader. ● Explore how writers manage shifts of formality ● Evaluate the impact of figurative language including its effect on the reader. ● Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect.</i> ● Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this.
Year 6 Narrative Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> ● <i>Use passive verbs to affect the presentation of information in a sentence e.g. As soon as all the bags were packed they ran extremely fast to where Lauren’s</i> 	<ul style="list-style-type: none"> ● Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment 	<ul style="list-style-type: none"> ● Understand nuances in vocabulary choice

Year 6 English Long Term Plan

	<p><i>mum's BMW <u>was parked and they set off</u></i></p> <ul style="list-style-type: none"> • Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. <i>"We should be there by midnight," she whispered..."We really ought to tell her the truth," Ana urged.... She turned round with fear and legs ready to run, but she couldn't run, she was planted in squelching mud, they wouldn't budge.</i> • Use a wide range of clause structures, varying their position within the sentence e.g. use a multi-clause sentence deploying a range of clause structures, including a relative clause : <ul style="list-style-type: none"> Fronted subordinate clause: <i>Before she knew it, there were millions of...</i> ING verb to introduce subordination: <i>Anabeth sat next to her father, thinking about the picture and where it would be</i> Relative clause: <i>who had very long hair</i> Subordination: <i>although</i> Coordination : <i>but</i> Fronted adverbial: <i>One spooky midnight</i> Narrator's comment: <i>Has she climbed into my mind?</i> Subordinating conjunction: <i>while other people</i> 	<ul style="list-style-type: none"> • Secure use of narrative, including incorporation of additional non-fiction genres e.g. <i>character writes a postcard/ set of instructions</i> • Use devices to build cohesion e.g. repetition of a word/phrase, positioning of a pronoun prior to the noun, adverbials, clause structure e.g <ul style="list-style-type: none"> Adverbials : <i>Suddenly; Soon; All of a sudden; Slowly</i> Pronouns : <i>The girl stared at the present... She knew what <u>it</u> was ...as soon as she opened the surprise</i> Repetition of a concept : <i>ocean blue eyes... tears like raindrops... deep blue eyes... sea of tears</i> Repetition in clause structure : <i>everything started to shake... everything started to disappear...everything was gone</i> • Use a range of presentational and organisational devices to structure text and guide the reader e.g. use of flashbacks, single line paragraph for effect • Use a hyphen e.g. <i>human-eating fridge; perfect-looking</i> • Select verb forms for meaning and effect. For example past to present tense e.g. <i>He raced down the creaking stairs – even</i> 	<ul style="list-style-type: none"> • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. E.g. <ul style="list-style-type: none"> Expanded noun phrase : <i>The excited mother was holding a rectangular box wrapped in brown crusty paper.... The soldier's shot-gun wound</i> Preposition phrase: <i>under the covers; out of bed; towards the door; in the darkness</i> • Select appropriate grammar and vocabulary to enhance meaning and for emphasis e.g. use of subordinate clauses and adverbial phrases to enhance meaning, use of expanded noun phrases to convey complicated information concisely e.g. <i>She put some winter clothing in a suitcase and two tatty-looking passports in her bag.... Her mother, now whimpering, placed it gently in Anabeth's cold peach hands..</i> • Use language including figurative language to develop setting, character and atmosphere e.g. . <i>Barnie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls...It all began on a misty winter day...Darkness was being whispered in...</i>
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Year 6 English Long Term Plan

	<ul style="list-style-type: none"> (GDS) Use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. <i>As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move... Everything was fine; it all seemed so calm.... I wasn't just physically lost: had no one – I had nothing.</i> 	<p><i>the seventh one makes an earsplitting creak.</i></p>	<ul style="list-style-type: none"> Integrate dialogue to convey character and advance the action. <i>'Were you really that naughty?... ('I can't believe Jenny...talked me into this'... 'you know I am afraid of the dark'</i>
<p>Writing Composition</p>	<p>Pupils should be taught to:</p> <p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>		

Year 6 English Long Term Plan

Genre - Recounts
<p>Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.</p>
<p>Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain</p>

Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> ▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...); ▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...); ▪ Some additional detail about each event (It was freezing and wet.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> ▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the trench and I suddenly hear artillery fire!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling). ▪ Personal recounts are common (first person: I was thinking about my family). 	<ul style="list-style-type: none"> ▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest). ▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

Year 6 English Long Term Plan

Year 6 Recount Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> ■ Make comparisons within and across a range of recount texts, in different forms. ■ Identify the main purpose and viewpoint within different recounts and discuss the overall effect on the reader ■ Comment on the differences in author viewpoint of the same event ■ Identify and comment on features common to different texts or versions of the same text. 	<ul style="list-style-type: none"> ■ Clearly identify the most relevant points, including those selected from different places in the text ■ Make comments generally supported by relevant textual reference or quotation ■ Comment on structural choices showing some general awareness of authors' craft ■ Clearly identify various features relating to organisation at text level, including form, with some explanation ■ Summarise the main ideas and, drawing from more than one paragraph, identifying key details ■ Provide explanations of inferred meanings drawing on evidence across the text ■ Drawing on a range of evidence from different parts of the text, 	<ul style="list-style-type: none"> ■ Evaluate how authors use language and its effect on the reader • Explore how writers manage shifts of formality ■ Evaluate the impact of language including its effect on the reader ■ Understand and use appropriate terminology to discuss

Year 6 English Long Term Plan

		<p>confidently predict in detail using information stated and implied</p> <ul style="list-style-type: none"> Make structured responses by stating the point, finding evidence and explaining ideas 	
Year 6 Recount Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence e.g. <i>A visit was arranged by the school...Our lunch was eaten by the dog.</i> Explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at this point that his life was thrown out of control...</i> Use a wide range of clause structures, varying their position within the sentence. For example use a wide range of clause structures within a single sentence with layers of subordination e.g. <i>Even though the journey was long, it was definitely worth it because last Friday I had an interesting day learning lots of new things about William Shakespeare, and the Globe theatre.</i> Use semi-colons, colons or dashes to mark boundaries between independent clauses. Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. <i>Throughout</i> 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, for example, use conjunctions to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. <i>His life was sent into turmoil, yet despite all the uncertainty and danger surrounding him, he managed to stay positive.</i> Reform notes into prose that provides, fluid, engaging accounts of key events in lives of notable figures across the curriculum Opening and closing lines of paragraphs support movement across the text e.g. <i>The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in</i> 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required e.g. vocabulary is appropriate and subject specific, use of emotive language where appropriate. Manage shifts of formality through selecting vocabulary precisely and by manipulating grammatical structures. Use technical vocabulary related to the subject. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. <i>After lunch we did a load of activities including making oil lamps out of clay, learning to fight with a spear and drawing a board game on a piece of cloth with charcoal...</i> Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. <i>Standing where the poorest people would go, made me feel small and diminutive but sadly if</i>

Year 6 English Long Term Plan

	<p><i>her life, her father's words remained with her: "Reach for the stars!"</i></p> <ul style="list-style-type: none"> Explore how colons can be used to lead to a "big reveal" of a person's actions e.g. <i>It was then that she made her most important decision: she quit university and established her own company.</i> 	<ul style="list-style-type: none"> Some paragraphs e.g. highlight or prioritise information, build tension or interject comment Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>use of illustrations, hyperlinks, flashbacks, single line paragraph for effect</i> 	<p><i>you were a poor person you would be called a "penny stinker".</i></p>
<p>Writing Composition</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>		

Year 6 English Long Term Plan

Genre - Persuasion
Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.
Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.) ▪ Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Often refers to generic rather than specific participants (Being helpful is really important...). ▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). ▪ Tends to move from general to specific when key points are being presented. (I am very 	<ul style="list-style-type: none"> ▪ Decide on the viewpoint you want to present and carefully select the information that supports it. ▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each. ▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. ▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. ▪ Try to appear reasonable and use facts rather than emotive comments. ▪ Choose strong, positive words and phrases and avoid sounding negative. ▪ Use short sentences for emphasis.

Year 6 English Long Term Plan

<p>always kind, help others and make good choices.)</p> <ul style="list-style-type: none"> ▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... I am sure that you would agree.) 	<p>helpful. I tidy my room, wash the dishes and help out with my baby brother.)</p> <ul style="list-style-type: none"> ▪ Use of rhetorical questions. (Do you want to know more? So what do you have to do?) ▪ Text is often combined with other media to emotively enhance an aspect of the argument. 	<ul style="list-style-type: none"> ▪ Use techniques to get the reader on your side: <ul style="list-style-type: none"> address them directly (Let me tell you all the reasons why I must be on the nice list.); adopt a friendly and informal tone; use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother); use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.) ▪ Re-read the text as if you have no opinion and decide if you would be persuaded. ▪ Remember that you can use persuasive writing within other text types.
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Year 6 Persuasive Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across persuasive texts discussing themes, conventions and techniques . • Identify the main purpose and viewpoint within and across texts and identify the overall effect on the reader. • Comment on the differences in author viewpoint of the same event from different perspectives. • Identify and comment on features common to different texts. 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text. • Make comments generally supported by relevant textual reference or quotation. • Comment on structural choices showing some general awareness of authors' craft. • Clearly identify various features relating to organisation at text level, including form, with some explanation. • Distinguish between fact and opinion • Summarise the main ideas and, drawing from more than one paragraph, identifying key details. 	<ul style="list-style-type: none"> • Evaluate how authors use language in persuasive texts and its effect on the reader. • Explore how writers manage shifts of formality • Evaluate the impact of figurative language including its effect on the reader. • Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, alliteration, hyperbole, style and effect.

Year 6 English Long Term Plan

		<ul style="list-style-type: none"> • Provide explanations of inferred meanings drawing on evidence across the text/s. • Make structured responses by stating the point, finding evidence and explaining ideas. 	
Year 6 Persuasive Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence e.g. Explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting e.g. <i>the invaders must be stopped...</i> Consider how the alternative (in the active voice) might not be so effective in harnessing the support of the audience, for example, <i>we (or you) must stop the invaders...</i> • Use a wide range of clause structures and multi-clause structures, varying their position within the sentence e.g. <i>If you are going to the cinema late at night and you want a feast, don't worry, there are numerous delicious restaurants to eat at...</i> • Use dashes to mark boundaries between independent clauses, exploring how 	<ul style="list-style-type: none"> • Use an appropriate form, audience and register to match purpose of the writing. • Use a range of presentational and organisational devices to structure text and guide the reader e.g. headings, sub-heading, columns, bullets, or tables to structure texts. • Use a range of cohesive devices, within and across sentences and paragraphs e.g. Use a question to open paragraphs, linking of interrogative structures e.g. <i>Bored?... Why not take a break?...</i> Use of adverbials e.g. <i>Not only... Recently... Within the centre...</i> Subject reference chains e.g. <i>our town; the centre, the market square...</i> • Link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrases, grammatical connections, for example, 	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect the level of formality required e.g. <i>an occasion to draw visitors... stalls selling local produce</i> • Manage shifts of formality through selecting vocabulary precisely and by manipulating grammatical structures. • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. <i>the tranquil river; the beautiful view; numerous delicious restaurants</i> • Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition • Build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> • Use of subjunctive forms <i>such as</i> <i>If I were prime minister, I would..., If we</i>

Year 6 English Long Term Plan

	<p>much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, e.g. <i>This decadent chocolate treat, flavoured with bitter-sweet cherry liquor – which is made with care in the Alps – will not only satisfy your hunger will no doubt wake up your taste buds, giving them a well-earned break from their usual boring flavours.</i></p>	<p>the use of adverbials such as, on the other hand, in contrast or as a consequence and ellipses e.g. collect examples of counter-argument statements and practise writing their own, for example <i>although there are many would argue that, there are a growing number of critics that think that ...</i></p> <ul style="list-style-type: none"> • Vary and manage paragraphs in a way that supports the whole structure of the text, e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the more specific. 	<p><i>were to take collective responsibility...</i></p> <ul style="list-style-type: none"> • Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty, for example <i>immediate action must be taken, this could be the single greatest opportunity...you will be missing out on a lot</i>
<p>Writing Composition</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o noting and developing initial ideas, drawing on reading and research where necessary o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action o précising longer passages o using a wide range of devices to build cohesion within and across paragraphs o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p>		

Year 6 English Long Term Plan

	<ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
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Genre – Non-Chronological Report
<p>Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.</p>
<p>Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.</p>

Generic structure	Language features	Knowledge for the writer
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving</p>	<ul style="list-style-type: none"> ▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) 	<ul style="list-style-type: none"> ▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.

Year 6 English Long Term Plan

<p>from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> ▪ an opening statement, often a general classification (Sparrows are birds); ▪ sometimes followed by a more detailed or technical classification (Their Latin name is...); ▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in ...). 	<ul style="list-style-type: none"> ▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) ▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) ▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). ▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) ▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. 	<ul style="list-style-type: none"> ▪ Gather information from a wide range of sources and collect it under the headings you've planned. ▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?). ▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. ▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. ▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog). ▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. ▪ Use other text-types within your report if they will make it more effective for your purpose and audience.
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Year 6 Non Chronological Reports Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify the main purpose and viewpoint within non-chronological reports and the overall effect on the reader 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation 	<ul style="list-style-type: none"> • Evaluate how authors use language and its effect on the reader • Explore how writers manage shifts of formality <p style="text-align: center;">Understand and use appropriate</p>

Year 6 English Long Term Plan

	<ul style="list-style-type: none"> • Comment on the differences in author viewpoint of the same event e.g. fictional and factual accounts of the Spanish Armada • Comment on structural choices showing some general awareness of authors' craft e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you" 	<ul style="list-style-type: none"> • Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question" • Provide explanations of inferred meanings drawing on evidence across the text/s e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught" • Make structured responses by stating the point, finding evidence and explaining ideas • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them 	<ul style="list-style-type: none"> • terminology to discuss texts
<p>Year 6 Non chronological Report Writing</p>	<p style="text-align: center;">Sentence Structure and Punctuation</p> <ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence e.g. Explore how the passive can be used to: avoid personalisation; avoid naming the agent of the verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of the report, e.g. Sparrows are found in Sharks are hunted Gold is highly valued • Use a wide range of clause structures, varying their position within the sentence 	<p style="text-align: center;">Text Structure and Organisation</p> <ul style="list-style-type: none"> • Use an appropriate form, audience and register to match purpose of the writing. • Use a range of presentational and organisational devices to structure text and guide the reader e.g. headings, sub-headings, columns, bullets, or tables to structure texts. • Use a range of cohesive devices, including adverbials, pronouns and reference chains within and across sentences and paragraphs. • Link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrases, 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect the level of formality required e.g. statements that give factual information or advice, subject specific vocabulary. • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. Unfortunately, World War II was the most destructive conflict in history. It cost more money, damaged more property, killed more people, and caused more far-reaching changes than any other war in history.

Year 6 English Long Term Plan

	<p>e.g. Frank Matchan, who was the owner of the Kings theatre, built it in 1907 when it was opened to please both rich and poor.</p> <ul style="list-style-type: none"> ● Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. When it snows it must be very cold outside.... ● Use semi-colons to mark boundaries between independent clauses. For example, use a semicolon before a conjunction e.g. In fact, rather surprisingly, the majestic pike is hardly used in cooking today; but in Victorian times, pastry-topped pike was a very common dish. ● Punctuate bullet points consistently. 	<p>grammatical connections ,e.g. <i>the use of adverbials such as, on the other hand, in contrast or as a consequence and ellipses.</i></p> <ul style="list-style-type: none"> ● Shape paragraphs by highlighting or prioritising information. ● Secure the use of mixed-genres e.g. use other text types within the report if they will make it more effective for the purpose and audience, demonstrating shifts in formality. 	<ul style="list-style-type: none"> ● Use description for precision rather than to create an emotional response e.g. Television started in 1936, but very few people had a TV set. Instead, families listened to the radio or “wireless”. ● Use comparative adjectives to support the expression of comparisons e.g. The book was more interesting than the film, it made the reader feel sadder...
<p>Writing Composition</p>	<p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing 		

Year 6 English Long Term Plan

	<ul style="list-style-type: none"> o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
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Genre - Discussion
Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ The most common structure includes: 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some 	<ul style="list-style-type: none"> ▪ Questions often make good titles. (Should animals be kept in zoos?)

Year 6 English Long Term Plan

<ul style="list-style-type: none"> ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. <p style="margin-left: 40px;">Another common structure presents the arguments ‘for’ and ‘against’ alternatively.</p> <ul style="list-style-type: none"> ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. 	<p>people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing).</p> <ul style="list-style-type: none"> ▪ Uses connectives (for example, therefore, however). ▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...) ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence. 	<ul style="list-style-type: none"> ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people’s views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly. ▪ Support each viewpoint you present with reasons and evidence. ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don’t forget that discussion texts can be combined with other text types depending on your audience and purpose.
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Year 6 Discussion Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
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Year 6 English Long Term Plan

	<ul style="list-style-type: none"> ● Make comparisons within and across different discussion texts e.g. in letters, newspapers, debate, documentary ● Identify the main purpose and viewpoints within and across texts ● Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument 	<ul style="list-style-type: none"> ■ Clearly identify the most relevant points, including those selected from different places in the text ■ Make comments generally supported by relevant textual reference or quotation ■ Comment on structural choices showing some general awareness of authors' craft ■ Clearly identify various features relating to organisation at text level, including form, with some explanation ■ Distinguish between fact and opinion ■ Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i> ■ Make structured responses by stating the point, finding evidence and explaining ideas ■ Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them 	<ul style="list-style-type: none"> ■ Evaluate how authors use language and its effect on the reader ● Explore how writers manage shifts of formality ■ Understand and use appropriate terminology to discuss texts ● Explore how writers manage shifts of formality
Year 6 Discussion Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> ● Use a wide range of clause structures, varying their position within the sentence ● Use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. use colons to: Introduce questions for discussion, for example, "<i>the pressing issue now is: what should happen to...?</i>" 	<ul style="list-style-type: none"> ● Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, for example, build and use a range of connecting adverbs to move between opposing views, for example, <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i> 	<ul style="list-style-type: none"> ● Select vocabulary and grammatical structures that reflect the level of formality required. ● Manage shifts of formality through selecting vocabulary precisely and by manipulating grammatical structures.

Year 6 English Long Term Plan

	<p>Introduce a quotation to support a viewpoint, for example, <i>supporters of this view often refer to the well-known proverb: treat others as you would wish to be treated.</i> To prepare the reader for a revelation of the author's opinion in the final paragraph, for example, <i>The final conclusion is therefore clear in my mind: animal testing must be banned immediately</i></p>	<ul style="list-style-type: none"> ● Shape paragraphs e.g. highlight or prioritise information, build tension or interject comment. ● Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables. E.g. end with a summary paragraph, using bullet points to present recommendations</i> 	<ul style="list-style-type: none"> ● Use technical vocabulary related to the subject. ● Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. ● Use of the subjunctive mood to establish formality and an authoritative stance, for example, <i>if we were to believe everything we read about young people..., Opponents suggest that <u>this be done without delay.</u></i>
<p>Writing Composition</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>		

Year 6 English Long Term Plan

Genre - Explanatory Text
Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

<ul style="list-style-type: none"> ▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.) ▪ The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the meerkat looks for a safe place to hide.) 	<ul style="list-style-type: none"> ▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.) ▪ Use of temporal connectives, e.g. first, then, after that, finally. ▪ Use of causal connectives, e.g. so, because of this. 	<ul style="list-style-type: none"> ▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?) ▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. ▪ Use the first paragraph to introduce what you will be explaining. ▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. ▪ Add a few interesting details. ▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). ▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. ▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.
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Year 6 Explanation Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
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Year 6 English Long Term Plan

	<p>Identify and comment on features common to different explanation texts e.g. <i>presentational features</i>.</p>	<ul style="list-style-type: none">• Clearly identify the most relevant points, including those selected from different places in the text• Make comments generally supported by relevant textual reference or quotation• Comment on structural choices showing some general awareness of authors' craft• Clearly identify various features relating to organisation at text level, including form, with some explanation• Make structured responses by stating the point, finding evidence and explaining ideas• Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them	<p>Evaluate how authors use language and its effect on the reader</p> <ul style="list-style-type: none">• Explore how writers manage shifts of formality <p>Understand and use appropriate terminology to discuss texts</p>
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Year 6 English Long Term Plan

Year 6 Explanation Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> ● Use a wide range of clause structures, varying their position within the sentence. For example, use embedded phrases and clauses for succinctness e.g. <i>The final stage, to be completed by June, will involve ...</i> ● Use modal verbs or adverbs, indicating possibility. For example, use modal verbs to recommend and assert e.g. <i>It might be advisable.... It should be relatively easy to There may be an opportunity to</i> 	<ul style="list-style-type: none"> ● Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun) ● Shape paragraphs e.g. highlight or prioritise information, build tension or interject comment. ● Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables.</i> ● Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) 	<ul style="list-style-type: none"> ● Select vocabulary and grammatical structures that reflect the level of formality required. ● Manage shifts of formality through selecting vocabulary precisely and by manipulating grammatical structures. ● Use technical vocabulary related to the subject. ● Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. For example, use adverbial phrases to link events according to chronology and cause e.g. <i>Once this has happened Leading to ...</i>
Writing Composition	Pupils should be taught to: Plan their writing by:		

Year 6 English Long Term Plan

	<ul style="list-style-type: none">o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their owno noting and developing initial ideas, drawing on reading and research where necessaryo in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningo in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actiono précising longer passageso using a wide range of devices to build cohesion within and across paragraphso using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">o assessing the effectiveness of their own and others' writingo proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningo ensuring the consistent and correct use of tense throughout a piece of writingo ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
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Year 6 English Long Term Plan

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ Begin by defining the goal or desired outcome. (How to catch a dragon.) ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.) 	<ul style="list-style-type: none"> ▪ Use of imperative verbs (commands), e.g. Raise your sword ... Jump on your trusty steed ... ▪ Instructions may include negative commands. (Do not use a princess as bait.) ▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swap your climbing shoes for some swimming trunks). 	<ul style="list-style-type: none"> ▪ Use the title to show what the instructions are about. (How to catch a dragon.) ▪ Work out exactly what sequence is needed to achieve the planned goal. ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty steed. ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.) ▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

Year 6 English Long Term Plan

Year 6 Instructions Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> ■ Make comparisons within and across texts ● Identify and discuss instructions within mixed genres identifying the purpose and effect ● Identify and comment on features common to different <i>procedural texts and those which are different</i> ● Make structured responses by stating the point, finding evidence and explaining ideas 	<ul style="list-style-type: none"> ■ Clearly identify the most relevant points, including those selected from different places in the text ■ Make comments generally supported by relevant textual reference or quotation ■ Comment on structural choices showing some general awareness of authors' craft ■ Clearly identify various features relating to organisation at text level, including form, with some explanation ■ Summarise the main ideas and, drawing from more than one paragraph, identifying key details 	<ul style="list-style-type: none"> ● Evaluate how authors use language and its effect on the reader ● Explore how writers manage shifts of formality ● Understand and use appropriate terminology to discuss texts ● Evaluate the use of diagrams and illustrations and how this supports meaning.
Year 6 Instructions Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> ● Use a wide range of clause structures, varying their position within the sentence. For example, use a range of fronted adverbials, including single adverbs, phrases and clauses to delay the use of the imperative verb e.g. When completed, dry the body with salt..... 	<ul style="list-style-type: none"> ● Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>. Experiment with using different layout devices and evaluate the effectiveness. 	<ul style="list-style-type: none"> ● Select vocabulary and grammatical structures that reflect the level of formality required. ● Manage shifts of formality through selecting vocabulary precisely and by manipulating grammatical structures.

Year 6 English Long Term Plan

	<ul style="list-style-type: none"> ● Use semi-colons, colons or dashes to mark boundaries between independent clauses. ● Use a colon to introduce a list and use of semi-colons within lists. ● Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. <i>After that take out the heart so that it <u>can</u> be scaled with a feather if it <u>should</u> go to the afterlife.... Carefully fold the paper, it ought to fit neatly to the edges if folded correctly.</i> 	<ul style="list-style-type: none"> ● Use mixed text types in writing for a variety of purposes e.g. <i>instructions written for a giant</i>, use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader. ● Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, synonyms, use of transitional words for addition, comparison, contrast and exemplification, time and sequence. 	<ul style="list-style-type: none"> ● Accurately use technical vocabulary related to the subject of the instructions e.g. <i>Pharaoh, canopic, natron salt</i> ● Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision e.g, use prepositional phrases to advise the reader of the appropriate placement of items <i>e.g. After bandaging the Pharaoh, wrap amulets and scrolls inside the strips so that the dead Pharaoh is protected</i> ● Use an appropriate form, audience and register to match purpose of the writing, e.g. Use the language conventions and grammatical features of instructional texts.
<p>Writing Composition</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing 		

Year 6 English Long Term Plan

	<ul style="list-style-type: none"> o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
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Upper KS2 Poetry				
Purpose: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions - Recommend books (poems) 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 writing (poetry) 	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation 	<p>Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing</p>	<p>Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses 	<p><u>Performing</u></p> <p>Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Creating</u></p> <p>Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Model verb</p>

Year 6 English Long Term Plan

<ul style="list-style-type: none"> - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views. 	<ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> - using a colon to introduce a list Layout devices 	<p>poems (if only) Consider layout and presentation</p> <p><u>Analysing</u> Poetry reviews Poetry analysis Recommendations The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise poems</p>
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