



English Curriculum

Long Term Plan 2023-2024

Year 6

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography Question	Will we ever see the water we drink again?	How did Great Britain succeed against adversity during World War 2?	Why was Sir Edmund Hillary's conquest of Everest such an achievement?		How did Josiah Wedgewood help to shape the future of Stoke-on-Trent?	I'm a Year 6 - Can you get me out of here?
Text/Book/Poem	The Watertower The Watertower 2 - Beneath the Surface	Rose Blanche WW2 Songs	Holes		The Island Love that dog	The Mysteries of Harris Burdick
Genres	Narrative Explanation text Newspaper	Diaries Debate Setting Description Letter Poetry	Newspaper Reports Letters Diaries Persuasive Advert Balanced Argument		Poetry Newspaper report Monologue Recount Formal Letter	Letter Narrative - Adventure and Mystery Poetry
Class Reader	Journey to the river sea	My Secret War Diary	Brockenspectre Skellig		River Boy Non-fiction?	There's a boy in the girls bathroom Non-fiction?
Reading Skills	<p>I can make connections between other similar texts, prior knowledge and experience and explain the links.</p> <p>I can summarise key information from different parts of a text</p> <p>I can find information using skimming to establish main idea and to find specific information</p>	<p>I can find information using skimming to establish main idea and to find specific information</p> <p>I can read closely to ensure understanding</p> <p>I can identify and discuss themes in a range of writing and across longer texts</p> <p>I can identify and comment on writer's choice of vocabulary,</p>	<p>I can recognise the writer's point of view and discuss it</p> <p>I can find information using skimming to establish main idea and to find specific information</p> <p>I can read books that are structured in different ways and consider and evaluate how effectively texts are structured and laid out</p> <p>I can read closely to ensure understanding</p> <p>I can identify and discuss themes in a range of writing and across longer texts</p> <p>I can identify and comment on writer's choice of vocabulary, giving examples and explanation.</p>		<p>I can find information using skimming to establish main idea and to find specific information</p> <p>I can read closely to ensure understanding</p> <p>I can identify and discuss themes in a range of writing and across longer texts</p> <p>I can learn a range of poetry by heart. For</p>	<p>I can find information using skimming to establish main idea and to find specific information</p> <p>I can read closely to ensure understanding</p> <p>I can identify and discuss themes in a range of writing and across longer texts</p> <p>I can identify and comment on writer's choice of vocabulary,</p>



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	<p>I can read closely to ensure understanding</p> <p>I can identify and discuss themes in a range of writing and across longer texts</p> <p>I can identify and comment on writer's choice of vocabulary, giving examples and explanation.</p> <p>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension</p> <p>I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</p> <p>I can raise queries about texts</p>	<p>giving examples and explanation.</p> <p>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension</p> <p>I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</p> <p>I can raise queries about texts</p>	<p>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension</p> <p>I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</p> <p>I can raise queries about texts</p>	<p>example, narrative verse, sonnet</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I can identify and comment on writer's choice of vocabulary, giving examples and explanation.</p> <p>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension</p> <p>I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</p> <p>I can raise queries about texts</p>	<p>giving examples and explanation.</p> <p>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension</p> <p>I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</p> <p>I can raise queries about texts</p>
Writing Composition	I can identify the audience for and purpose of the writing.	I can identify the audience for and purpose of the writing.	I can identify the audience for and purpose of the writing.	I can identify the audience for and purpose of the writing.	I can identify the audience for and purpose of the writing.



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	<p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can assess the effectiveness of my own and others' writing.</p>	<p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to</p>	<p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can assess the effectiveness of my</p>
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	<p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>		<p>enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>
Sentence Structure	<p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p>	<p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p>	<p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p> <p>I can use developed noun phrases to add details to sentences.</p> <p>I can use the passive voice.</p>	<p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p>	<p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p>



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	<p>I can use developed noun phrases to add details to sentences.</p>	<p>I can use developed noun phrases to add details to sentences.</p> <p>I can use the passive voice.</p>		<p>I can use developed noun phrases to add details to sentences.</p> <p>I can use the passive voice.</p> <p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.</p>	<p>I can use developed noun phrases to add details to sentences.</p> <p>I can use the passive voice.</p> <p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.</p>
Text Structure	<p>I can use a topic sentence.</p> <p>I can write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.</p>	<p>I can use a topic sentence.</p> <p>I can write in paragraphs which can clearly signal a change in subject, time, place or event</p> <p>I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.</p>	<p>I can use a topic sentence.</p> <p>I can write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices.</p>	<p>I can use a topic sentence.</p> <p>I can write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices.</p>	<p>I can use a topic sentence.</p> <p>I can write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices.</p>



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Punctuation	<p>I use commas to mark phrases and clauses.</p> <p>I can use bullet points to list information.</p>	<p>I use commas to mark phrases and clauses.</p>	<p>I use commas to mark phrases and clauses.</p> <p>I can use bullet points to list information.</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use the colon to introduce a list and semi-colon within lists.</p> <p>I can use a hyphen to avoid ambiguity.</p>	<p>I use commas to mark phrases and clauses.</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use the colon to introduce a list and semi-colon within lists.</p> <p>I can use a hyphen to avoid ambiguity.</p>	<p>I use commas to mark phrases and clauses.</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use the colon to introduce a list and semi-colon within lists.</p> <p>I can use a hyphen to avoid ambiguity.</p>
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Spelling *Taught throughout the year including RWI Spelling*	<ul style="list-style-type: none"> - Spell some words with 'silent' letters - 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 the Year 5 and 6 word list. - Use further prefixes and suffixes and understand the guidance for adding them (Convert verbs into nouns by adding suffixes -tion, -ure) - Use dictionaries to check the spelling and meaning of words - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus
Handwriting *Taught additionally but expected to be applied during lessons*	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - 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