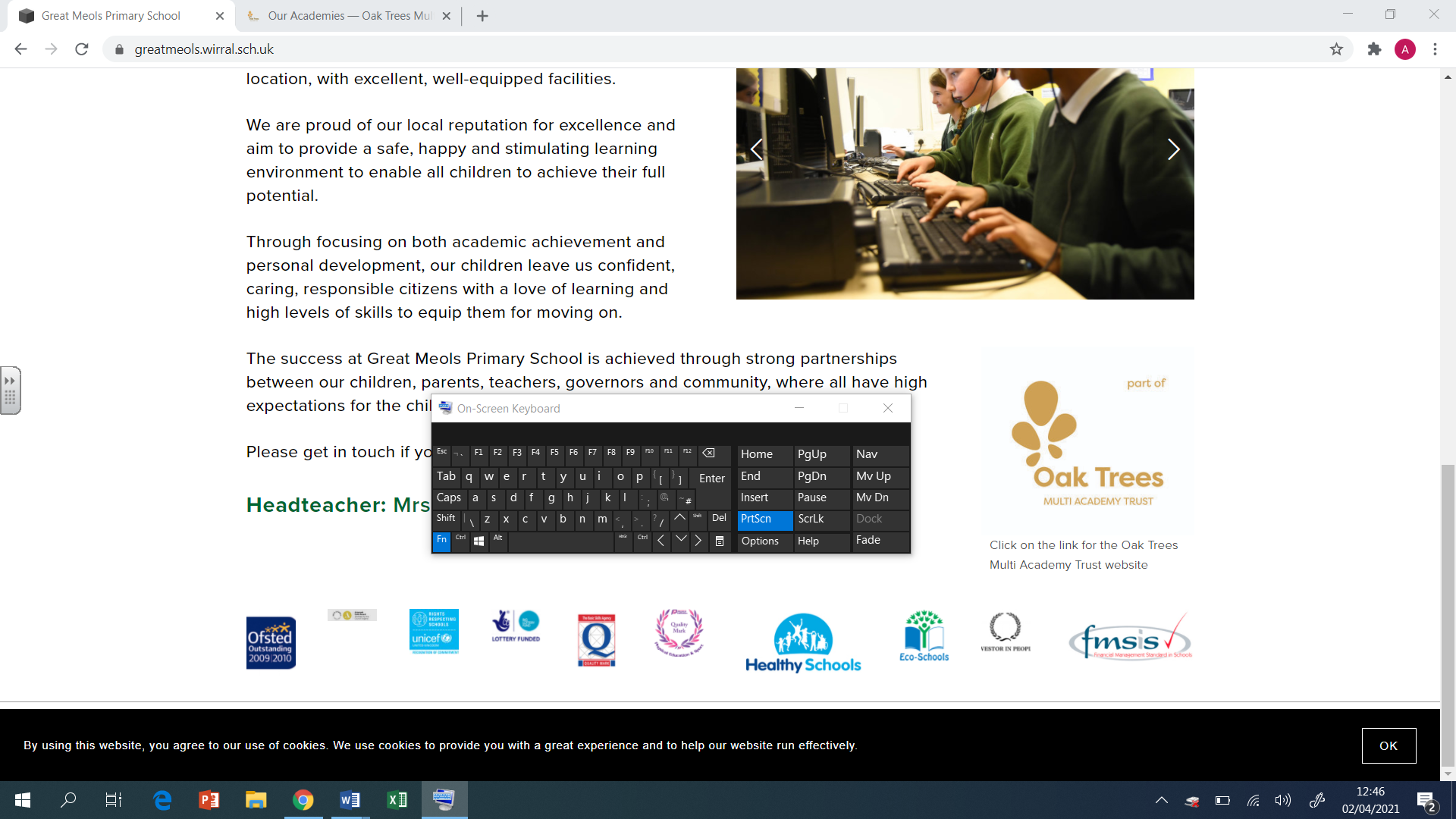
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Brackenwood Junior School

English

Long Term Plan

Year 6

2023/24

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| Autumn 1  Text – Windrush Child by Benjamin Zephaniah (Equality and Diversity - Black History Text) | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | School Ambassador  **Genre – Persuasive letter** | | Windrush Child by Zephania  **Genre – Non-chronological report** | | Windrush Child by Zephania  **Genre - Newspaper Scandal** | | |
| Spelling  Focus  Teaching | **Spelling test 3+4 words**  **Consonant spellings**  **g** - g for gue  **J** – g gerbil, dge – badger, ge – age  **K** - k for que, ck, ch (scheme)  **Z** - ss – scissors  **Y** – I – onion | **Consonant spellings**  **T** – th – thyme  W – qu  **F** = gh, ph  **W** – wh  **S** – c – cell and race  **S** – sc – science  I before e | **Silent letters**  **Mb** – lamb  **Bt** – doubt  D – Wednesday, sandwich  **Gn** – gnome  **H** – ghost rhino | **Silent letters**  **Kn** – knot  **L**  **Mn** – column  **Wr** – write  **St** – whistle | **Diagraphs – what is a diagraph?**  **ch** – ch, t (picture), tch  **zh** – division, measure  **sh** – ce (ocean), ch (chef), cia (special), sh, ss(mission), t (motion | **Short sounds**  **short e** – ai said, a many, ea head, eo leopard, ie friend  **short I** – e pretty, o women, u, busy, y gym  **short o** – salt  **short u** – o dove, ou young, oo good | **Long sounds**  **A** = a, ai, aigh, ay, a-e, ei, eigh, ey  **E** = e, ea, ee, ei, ey, e-e, ie, y (ie before e)  **I** = I, eigh, ie, igh, i-e, y, ye, y-e  **O** = o, oa, oe, ol, ou, ough, ow, o-e  **U** = u, ew, ue, u-e, oo |
| Grammar/ punctuation  Focus Teaching | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices e.g. conjunctions, fronted adverbials, pronouns.**  **Subjunctive form**  **Relative clauses**  **Parenthesis** | **Genre Related Grammar – Persuasive letter**  **Language features**  Emotive language  Formal tone  Rule of three  Alliteration  Rhetorical question  Facts and opinions  Statistics  **Structural features:**  Recipient’s address  Author’s address  Date  Greeting  Introduction  Main body  Conclusion  Signature | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)**  **Punctuation of bullet points to list information** | **Genre Related Grammar - Non-chronological Report**  **Language Features:**  Chronological Order  Factual information  Present Tense  Technical Vocabulary - Explain in the glossary  Third person  Formal tone  **Structural Features:**  Topic Title  Introductory Paragraph  Main Body - Paragraphs (Information organised into categories.  Bullet Point  Photo | **Year 6 Grammar**  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play *instead of* he went out to play)  Use of commas to clarify meaning or avoid ambiguity  **The difference between informal speech and structures appropriate for formal speech (e.g. use of question tags in informal writing ‘he’s your friend, isn’t he? Or use of subjunctive form in formal writing ‘If I were…’**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)** | | **Genre Related Grammar - Newspaper**  **Language Features:**  5W’s - Introduction  Details of main events in chronological Order  Third person  Past tense  Direct and reported speech  Formal Tone  Rhetorical Question  **Structural Features:**  Newspaper Name  Headline  Subtitle  Reporters Name  Introductory Paragraph - 5W’s  Pictures with captions  Conclusion - What might happen next. |
| Class read/ Reading Spine | Windrush Child by Zephaniah **- Complexity of Narrator** | | | | | | |
| Reading Comprehension Focus | Robert the Bruce and the Spider  Inference  VVERS  Journey of a Red Blood Cell  Inference  SVRRR | Sept 2019 SATS Reading Paper  A Delightful Step Sister  Summary  IVRVI  Light  Facts About Light Summary  RIRVE | The Volcano Fiction SATS 2 Star  Happy Land Fiction SATS 2 Star  Ice Planet  Glaciers  Summary  RVVRP | Myths and Legends  Beowulf Vocabulary  IERPS  British Innovators  Alan Turing Vocabulary  RSESP | The Stone Age  Stone Age Tools  Retrieval  VIVSP  Chocolate  Melting Chocolate Retrieval  VISP | Chocolate Non-fiction SATS 2 Star  Diamonds Non-fiction SATS 2 Star  The Stage  Oberon’s Plan  Inference  VSRSV | Switched Fairy Tales  Joe White  Retrieval  VIPEV  Evolution  Common Descent  Retrieval  VSEVS |

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| **Autumn 2**  **Text - Island - A story of Galapagos by Jason Chin** | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | |
| Extended Writing  Genre | Text - Island - A story of Galapagos by Jason Chin  **Genre - Non-Chronological Report** | | Text - Island - A story of Galapagos by Jason Chin  **Genre - Biography of Charles Darwin** | | Text - Island - A story of Galapagos by Jason Chin  **Genre – Journal/diary from Charles Darwin’s POV** | | |
| Spelling  Focus  Teaching | **Suffix – ful/-less** | **Plural of words ending –o** | **Plural of words ending –f/-fe** | **Irregular plurals** | **Irregular past tense ‘ow’ to ’ew’** | **Irregular past tense**  **‘in’ to ‘an’** |  |
| Grammar/  punctuation  Focus Teaching | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **Use of the colon to introduce a list and the use of semi-colons with lists**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)** | **Genre Related Grammar - Non-chronological Report**  **Language Features:**  Chronological Order  Factual information  Present Tense  Technical Vocabulary - Explain in the glossary  Third person  Formal tone  **Structural Features:**  Topic Title  Introductory Paragraph  Main Body - Paragraphs (Information organised into categories.  Bullet Point  Photo  Glossary | **Year 6 Grammar**  Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)  **Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he *had* seen her before)** | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **Use of the colon to introduce a list and the use of semi-colons with lists**  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)  Devices to build cohesion within a paragraph (e.g. first, then, after this)  Headings and sub-heading to aid presentation | **Genre Related Grammar - Explanation Text**  **Language Features:**  Chronological Order  Third person  Present tense  Causal Conjunctions  Technical Vocabulary  Formal Tone  **Structural Features:**  Opening statement to introduce the topic  Paragraphs organised around a series of events  Diagrams | |
| Reading Comprehension | Evolution  Diary from the Beagle  Inference  VSVES  British Innovators  Alexander Fleming  Inference  REVRS | Evolution  Charles Darwin Vocabulary  RIESR  The Stone Age  Stonehenge Vocabulary  RSRIP | Pride  Pride Diary  Retrieval  VSSVI  Myths and Legends  Finn McCool  Retrieval  IEVSV | The Stone Age  Lascaux Valley  Summary  VEVRI  Chocolate  Droolz delivers new delight!  Summary  VRPEV | Switched Fairy Tales  Sleeping Cutie  Retrieval  EVIPI  Mexico  Making Sugar Skulls  Retrieval  VVSIE | History of Football  Maradona’s Handy for Argentina  Vocabulary  SRISE  Light  The Eye  Vocabulary  SVVIS | Mexico  Grandmother  Inference  EVVRP  Industrial Revolution  The Boy on the Canal  Inference  ESRVV |
| Reading Spine - class read | Reading Spine - Resistant Text  Street Child by Berlie Doherty | | | | | | |

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| Spring 1  Text – Wizard of Oz by Frank Baum | | | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | | | **Week 6** | **Week 7** | | |
| Extended Writing  Genre | MAT Themed - Health and Well-being Writing  Balanced Argument | | | Wizard of Oz by Frank Baum  **Genre - Letter to Aunty Em** or Wicked Witch | | | Wizard of Oz by Frank Baum  **Genre - Alternate ending** | | | | | | |
| Spelling  Focus  Teaching | **Other long sounds**  **Oi** = oi, oy  **Ow** = ow, ou  **Ar**  **Air** – air, ear, are | **Ear** – ere ear  **Er** = er, ur, ir, or  **Or** = or, ore, au, aw, al, ar, ure | | **Tense**  ing and ed  Irregular verbs | | **Comparative/superlative**  Er, ier and est  Plural – s, es, ies | **Latin Etymology**  Min Mat and pat  Quad Terr  Tri Uni  Aqua Cent  Circum Form  Liber bi | | | **Greek Etymology**  Pan Path  Phobia Photo  Poly tele  Aero Bibl  Cycl Dec  Mega therm  homo | **3+4 spelling test review** Homophones  Homonyms  Homographs  Hyphen | | |
| Grammar/ punctuation  Focus Teaching | **Year 6 Grammar**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)**  Fronted adverbials (e.g. Later that day, I heard the bad news)  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Correct choice and consistent use of present or past tense throughout writing |  | | **Year 6 Grammar**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)**  Expressing time, place and cause using:   * conjunctions (e.g. when, before, after, while, so, because) * adverbs (e.g. then, next, soon, therefore)   prepositions (e.g. before, after, during, in, because of)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | **Genre Related Grammar - Letter to Aunty Em**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  Rhetorical Questions  Exaggeration  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs - Each point/reason for writing, in one paragraph.  Conclusion - Summarising main points and re-iterating  Sign Off | **How words are related by meaning as synonyms and antonyms (big, large, little)**    **Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)**  Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)  Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)  Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences | | | | **Genre Related Grammar - Alternate Ending**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tension throughout the story.  Adverbials  Dialogue  **Structural Features:**  Ending  Reflections and future plans | | |
| Class read/ Reading Spine | Wizard of Oz by Frank Baum - **Archaic Text** | | | | | | | | | | | | |
| VIPERS - Reading Comprehension Focus | Screaming Demons Fiction SATS 2 Star  The Key Fiction SATS 2 Star  Healthy Bodies  A Healthy Diet  Summary  RVRVR | Victorians  Worst Jobs for Kids  Summary  VIRRP  Victorians  A Schoolhouse Letter  Explanation  VIRVV | Mexico  Mexico City Vocabulary  SIEPR  Chocolate  Aztec Chocolate Vocabulary  IRISE | | Reading SAT 2023 during assessment week  Victorians  Escaping the Workhouse Inference  ISRRE  Victorians  Street Urchin Inference  RVESP | | | Dogs Non-fiction SATS 2 Star  Meadows Non-fiction SATS 2 Star  Man V Nature  Cat And Mouse  Explanation  VIVIV | Light  Light through time Retrieval  SVSIV  British Empire  The Empire Retrieval  SSVVI  Everybody different: everybody the same  What is a Disability  Retrieval  VSVIS | | | Christmas  The Night Before Christmas Chapter 1  Inference  RPEPVV  Christmas  The Night Before Christmas Chapter 2  Vocabulary  IPERS |

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| Spring 2  Text - Kensuke’s Kingdom by Michael Morpurgo | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | | **Week 5** | | **Week 6** | |
| Extended Writing  Genre | Kensuke’s Kingdom by Michael Morpurgo  **Genre -Newspaper - Boy Overboard** | | | Kensuke’s Kingdom by Michael Morpurgo  **Genre -Diary entry** | | | | Kensuke’s Kingdom by Michael Morpurgo  **Genre - Non-chron** | | | |
| Spelling  Focus  Teaching | **Spelling test 5+6 words**  Nouns - Al metal/Il pencil  Le apple/El camel  Ol | **Prefixes**  Co,  Dis  Ex  Mis  Re | | **Prefixes**  Im  In  Ill  Ir  De | | **Prefixes**  Inter  Intra  micro  Fore  Un | | **Prefixes**  Post pre  Sub  Super  Trans  Anti | | **Combining Prefixes**  com, con  Auto  audi  under  Out  Over  <https://www.myenglishteacher.eu/blog/prefixes-suffixes-list/>  **Noun Suffixes**  Ent ency/ant ancy  Dom  Er,ar and or  Ist  ity | |
| Grammar/ punctuation  Focus Teaching | **Year 6 Grammar**  **Semi-colons, colons, dashes, brackets**  **Fronted adverbials**  **Conjunctions**  **Synonyms**  **Passive voice** | **Genre Related Grammar - Newspaper**  **Language Features:**  Time conjunctions  Formal tone  Direct and reported speech  5Ws  **Structural Features:**  5Ws  Columns  Picture with caption  Paragraphs  Conclusion | | **Year 6 Grammar**  **Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VS the window in the greenhouse was broken)**  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play *instead of* he went out to play)  Use of commas to clarify meaning or avoid ambiguity | | **Genre Related Grammar -Diary entry/Journal**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | | **Year 6 Grammar**  **How words are related by meaning as synonyms and antonyms (big, large, little)**    **Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VS the window in the greenhouse was broken)**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)** | | | **Genre Related Grammar - Non-chron**  **Language Features:**  Present tense  Third person  Formal tone  Facts and statistics  Conjunctions  **Structural Features:**  Heading  Subheadings  Pictures with captions  Paragraphs  Introduction  Conclusion |
| Class read/ Reading Spine | Kensuke's Kingdom by MIchael Morpurgo - **Complexity of plot** | | | | | | | | | | |
| VIPERS - Reading Comprehension Focus | Sports Commentary  Ancient Olympics Summary  RIVVR  Conservation  Conservation News  Summary  RRIRVE  Healthy Bodies  What Happens During Exercise  Summary  RRVRE | Untold Stories  An Unhappy Mum Vocabulary  SRIEI  Circulation  Strange Hearts Vocabulary  RRSES  History of Computers  Revolutionary Consoles  Vocabulary  SSRR | Reading SAT Paper 2022  The Treehouse Fiction SATS 2 Stars  The Light Fiction SATS 3 Stars  Everybody different: everybody the same  Sports Day  Vocabulary  RVSVR | | History of Football  Who Invented Red And Yellow Cards? Retrieval  VISVE  The Stone Age  The Stone Age Retrieval  IVVES  History of Computer Games  Top Selling Computer Games  Retrieval  SVVSI | | Circulation  The Heart in History  Retrieval  VSSVI  Man vs Nature  Life On The Line Explanation  RIVIII  Man V Nature  Inferno  Explanation  VVIRRV | | The Dodo Non-fiction SATS 2 Stars  Cars Non-fiction SATS 2 Stars  Man V Nature  Ashes To Ashes  No focus  SRRREVVEERI | | |

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| Summer 1  Text - Selfish Giant by Oscar Wilde | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended Writing  Genre | **MAT Environment Writing - letter to Mr Lacey** | | Text - Selfish Giant  **Genre - Narrative** | | |
| Spelling  Focus  Teaching | **Noun Suffixes**  ness  Ment  ship  Sion, Tion, Cian, Ssion | **Noun Suffixes**  Age  Sure and ture | **Adjective Suffixes**  Able ably/ ible ibly  ic  Ful/less  tious and cious | **Adjective Suffixes**  Ish  Ive  y  ous, eous, ious  cial /tial | **Verb Suffixes**  Ice/ise  Ate  En  Ify  **Adverb Suffixes**  ly |
| Grammar/ punctuation  Focus Teaching | **Genre Related Grammar - Persuasive letter** | **Year 6 Grammar** | **Genre Related Grammar - Narative**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs  **Year 6 Grammar**  **Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VS the window in the greenhouse was broken)**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)** | **Year 6 Grammar**  **Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VS the window in the greenhouse was broken)**  **Use of the colon to introduce a list and the use of semi-colons with lists**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)**  **Punctuation of bullet points to list information**  Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)  Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)  **Genre Related Grammar -** | |
| Class read/ Reading Spine | Kensuke's Kingdom by MIchael Morpurgo - **Complexity of plot** | | | | |
| VIPERS - Reading Comprehension Focus | The Lanterns Fiction SATS 3 Stars  The Cave Fiction SATS 3 Stars  Switched Fairy Tales  Robyn Hood  Prediction  VRIEI | History of Football  Women’s Football Vocabulary  EIREP  Circulation  Replacement Vocabulary  SRSIP  Pride  Stonewall Riots Vocabulary  RRIS | Electricity  Facts About Electricity Retrieval  VSSVP  Light  Greta Thunberg Retrieval  SIVSV  Foods of the World  Origins Of Fast Food  Retrieval  SSIVI | Werewolves Non-fiction SATS 3 Stars  Hot Air Balloons Non-fiction SATS 3 Stars  The Future  The Operation Inference  RVVSP | Portal Stories  A Shift in Space  Summary  VIRVR  Everybody different: everybody the same  Paralympics  Summary  RVIRV  Mars Rover Non-fiction SATS 3  Stars  Recycling Process Non-fiction SATS 3 Stars |

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| **Summer 2**  **Text - Island - A story of Galapagos by Jason Chin** | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | |
| Extended Writing  Genre | Text - Island - A story of Galapagos by Jason Chin  **Genre - Non-Chronological Report** | | Text - Island - A story of Galapagos by Jason Chin  **Genre - Biography of Charles Darwin** | | Text - Island - A story of Galapagos by Jason Chin  **Genre - Explanation Text - Theory of Evolution/ Darwin's Finch/ Humans/Crodiles** | | |
| Spelling  Focus  Teaching | **Suffix – ful/-less** | **Plural of words ending –o** | **Plural of words ending –f/-fe** | **Irregular plurals** | **Irregular past tense ‘ow’ to ’ew’** | **Irregular past tense**  **‘in’ to ‘an’** |  |
| Grammar/  punctuation  Focus Teaching | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **Use of the colon to introduce a list and the use of semi-colons with lists**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)** | **Genre Related Grammar - Non-chronological Report**  **Language Features:**  Chronological Order  Factual information  Present Tense  Technical Vocabulary - Explain in the glossary  Third person  Formal tone  **Structural Features:**  Topic Title  Introductory Paragraph  Main Body - Paragraphs (Information organised into categories.  Bullet Point  Photo  Glossary | **Year 6 Grammar**  Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)  **Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he *had* seen her before)** | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | **Year 6 Grammar**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)**  **Use of the colon to introduce a list and the use of semi-colons with lists**  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)  Devices to build cohesion within a paragraph (e.g. first, then, after this)  Headings and sub-heading to aid presentation | **Genre Related Grammar - Explanation Text**  **Language Features:**  Chronological Order  Third person  Present tense  Causal Conjunctions  Technical Vocabulary  Formal Tone  **Structural Features:**  Opening statement to introduce the topic  Paragraphs organised around a series of events  Diagrams | |
| Reading Comprehension | Evolution  Diary from the Beagle  Inference  VSVES  British Innovators  Alexander Fleming  Inference  REVRS | Evolution  Charles Darwin Vocabulary  RIESR  The Stone Age  Stonehenge Vocabulary  RSRIP | Pride  Pride Diary  Retrieval  VSSVI  Myths and Legends  Finn McCool  Retrieval  IEVSV | The Stone Age  Lascaux Valley  Summary  VEVRI  Chocolate  Droolz delivers new delight!  Summary  VRPEV | Switched Fairy Tales  Sleeping Cutie  Retrieval  EVIPI  Mexico  Making Sugar Skulls  Retrieval  VVSIE | History of Football  Maradona’s Handy for Argentina  Vocabulary  SRISE  Light  The Eye  Vocabulary  SVVIS | Mexico  Grandmother  Inference  EVVRP  Industrial Revolution  The Boy on the Canal  Inference  ESRVV |
| Reading Spine - class read | Reading Spine - Resistant Text  Street Child by Berlie Doherty | | | | | | |

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| Summer 2 | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | **MAT Diversity writing**  **Biography of LGBTQ+ person?** | | Text - Street Child by Berlie Doherty  **Genre - Setting description of the workhouse.** | | Text - Street Child by Berlie Doherty  **Genre -Newspaper - Escaping from the workhouse. .** | |
| Spelling  Focus  Teaching | **Letter string–ough**  -ough can be used to spell a number of different sounds | **Words ending -fer**  Only double the ‘r’ before adding a vowel suffix if the ‘fer’ is still stressed. | **ie/ei sounding long ‘ee’**  **‘ie’** can make the long ‘e’ sound.  **‘ei’** can also make the long ‘e’ sound (ee). | ‘**ei’ sounding long ‘ee’**  **‘ei’** can make the long ‘e’ sound (ee). | **Silent letters**  Silent ‘t’ is often in the letter string ‘stle’. Silent ‘t’ is often in the letter string ‘ten’. | **Silent letters**  Silent **‘u’** is always followed by a vowel (‘e’ or ‘i’). Silent **‘u’** often follows **‘g.** |
| Grammar/  punctuation  Focus Teaching | **Year 6 Grammar** | **Genre Related Grammar - Informal Letter home** | **Year 6 Grammar**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)** | **Genre Related Grammar - Setting Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 6 Grammar**  **The difference between informal speech and structures appropriate for formal speech (e.g. use of question tags in informal writing ‘he’s your friend, isn’t he? Or use of subjunctive form in formal writing ‘If I were…’**  **Linking ideas across paragraphs using a wider range of cohesive devices**  **Layout devices (e.g. headings, columns, bullet points)** | **Genre Related Grammar - Newspaper**  **Language Features:**  5W’s - Introduction  Details of main events in chronological Order  Third person  Past tense  Direct and reported speech  Formal Tone  Rhetorical Question  **Structural Features:**  Newspaper Name  Headline  Subtitle  Reporters Name  Introductory Paragraph - 5W’s  Pictures with captions  Conclusion - What might happen next. |
| Reading Comprehension | Tandango Fiction SATS 3 Stars  Clockwork Man Fiction SATS 3 Stars  2019 KS2 SAT reading paper  Industrial Revolution | British Innovators  Tim Berners Lee Retrieval  SVIVP  History of Football  Pickles Saves the World Cup Retrieval  IVSVI | British Inventors  Rosalind Franklin and Francis Crick Vocabulary  ESIRS  Industrial Revolution  Great Inventions Vocabulary  RSIRS | SATS  The Stage  The Play Thieves  Summary  IRIVR  British Empires  Famous Empires  Retrieval  VVVIS | British Inventors  Charles Babbage and Ada Lovelace Retrieval  VISSI  History of Football  Origins of Football and Rugby Retrieval  EVVII | Evolution  What is Evolution? Summary  EVERE  Electricity  Michael Faraday Summary  VRRRV |
| Reading Spine - class read | Reading Spine - Resistant Text  Street Child by Berlie Doherty | | | | | |

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