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Brackenwood Junior School

English

Long Term Plan

Year 6

2023/24

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| Autumn 1Text – 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 WritingGenre | School Ambassador**Genre – Persuasive letter**  | Windrush Child by Zephania**Genre – Non-chronological report** | Windrush Child by Zephania**Genre - Newspaper Scandal** |
| SpellingFocusTeaching | **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 – thymeW – qu **F** = gh, ph **W** – wh **S** – c – cell and race **S** – sc – science I before e | **Silent letters** **Mb** – lamb  **Bt** – doubtD – 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/ punctuationFocus 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 languageFormal toneRule of threeAlliterationRhetorical questionFacts and opinionsStatistics**Structural features:**Recipient’s addressAuthor’s addressDateGreetingIntroductionMain bodyConclusionSignature | **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 OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhoto | **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 - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - 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 VVERSJourney of a Red Blood Cell Inference SVRRR | Sept 2019 SATS Reading PaperA Delightful Step Sister Summary IVRVILightFacts About Light Summary RIRVE | The Volcano Fiction SATS 2 StarHappy Land Fiction SATS 2 StarIce PlanetGlaciersSummaryRVVRP | Myths and LegendsBeowulf Vocabulary IERPSBritish InnovatorsAlan Turing Vocabulary RSESP | The Stone AgeStone Age Tools Retrieval VIVSP ChocolateMelting Chocolate Retrieval VISP | Chocolate Non-fiction SATS 2 StarDiamonds Non-fiction SATS 2 StarThe StageOberon’s PlanInferenceVSRSV | Switched Fairy TalesJoe WhiteRetrievalVIPEVEvolutionCommon DescentRetrievalVSEVS |

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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 WritingGenre | 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** |
| SpellingFocusTeaching | **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/punctuationFocus 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 OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhotoGlossary | **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 tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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 CommandsQuestionsExclamations 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 OrderThird personPresent tenseCausal ConjunctionsTechnical VocabularyFormal Tone**Structural Features:**Opening statement to introduce the topicParagraphs organised around a series of eventsDiagrams |
| Reading Comprehension  | EvolutionDiary from the Beagle Inference VSVESBritish InnovatorsAlexander FlemingInference REVRS | EvolutionCharles Darwin Vocabulary RIESRThe Stone AgeStonehenge Vocabulary RSRIP | PridePride DiaryRetrievalVSSVIMyths and LegendsFinn McCoolRetrievalIEVSV | The Stone AgeLascaux ValleySummaryVEVRIChocolateDroolz delivers new delight!SummaryVRPEV | Switched Fairy TalesSleeping CutieRetrievalEVIPIMexicoMaking Sugar SkullsRetrievalVVSIE | History of FootballMaradona’s Handy for ArgentinaVocabularySRISELightThe EyeVocabularySVVIS | MexicoGrandmotherInferenceEVVRPIndustrial RevolutionThe Boy on the CanalInferenceESRVV |
| Reading Spine - class read | Reading Spine - Resistant TextStreet Child by Berlie Doherty |

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| Spring 1Text – Wizard of Oz by Frank Baum  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | 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**  |
| SpellingFocusTeaching | **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 patQuad TerrTri Uni Aqua CentCircum FormLiber bi | **Greek Etymology** Pan PathPhobia PhotoPoly teleAero BiblCycl DecMega thermhomo | **3+4 spelling test review** HomophonesHomonymsHomographsHyphen |
| Grammar/ punctuationFocus 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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctionsRhetorical QuestionsExaggeration**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign 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 storyVerbs 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 StarThe Key Fiction SATS 2 Star Healthy BodiesA Healthy DietSummaryRVRVR | VictoriansWorst Jobs for Kids Summary VIRRPVictoriansA Schoolhouse Letter ExplanationVIRVV | MexicoMexico City Vocabulary SIEPRChocolateAztec Chocolate Vocabulary IRISE | Reading SAT 2023 during assessment weekVictoriansEscaping the Workhouse Inference ISRREVictoriansStreet Urchin Inference RVESP | Dogs Non-fiction SATS 2 Star Meadows Non-fiction SATS 2 Star Man V NatureCat And MouseExplanationVIVIV | LightLight through time Retrieval SVSIVBritish EmpireThe Empire Retrieval SSVVIEverybody different: everybody the same What is a Disability Retrieval VSVIS | ChristmasThe Night Before Christmas Chapter 1 Inference RPEPVVChristmasThe Night Before Christmas Chapter 2 Vocabulary IPERS |

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| Spring 2Text - Kensuke’s Kingdom by Michael Morpurgo |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | 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** |
| SpellingFocusTeaching | **Spelling test 5+6 words**Nouns - Al metal/Il pencilLe apple/El camel Ol  | **Prefixes**Co, Dis ExMis Re  | **Prefixes**Im In Ill Ir De  | **Prefixes**InterIntramicro ForeUn  | **Prefixes**Post pre SubSuperTrans Anti | **Combining Prefixes**com, con Auto audiunderOut Over<https://www.myenglishteacher.eu/blog/prefixes-suffixes-list/>**Noun Suffixes**Ent ency/ant ancy DomEr,ar and or Istity  |
| Grammar/ punctuationFocus Teaching | **Year 6 Grammar** **Semi-colons, colons, dashes, brackets****Fronted adverbials****Conjunctions****Synonyms****Passive voice** | **Genre Related Grammar - Newspaper****Language Features:**Time conjunctionsFormal toneDirect and reported speech5Ws**Structural Features:**5WsColumnsPicture with captionParagraphsConclusion | **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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign 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 tenseThird personFormal toneFacts and statisticsConjunctions **Structural Features:**HeadingSubheadingsPictures with captionsParagraphsIntroductionConclusion |
| Class read/ Reading Spine  |  Kensuke's Kingdom by MIchael Morpurgo - **Complexity of plot** |
| VIPERS - Reading Comprehension Focus | Sports CommentaryAncient Olympics Summary RIVVRConservationConservation News Summary RRIRVE Healthy BodiesWhat Happens During ExerciseSummaryRRVRE | Untold StoriesAn Unhappy Mum Vocabulary SRIEICirculationStrange Hearts Vocabulary RRSESHistory of ComputersRevolutionary ConsolesVocabularySSRR | Reading SAT Paper 2022The Treehouse Fiction SATS 2 StarsThe Light Fiction SATS 3 StarsEverybody different: everybody the same Sports DayVocabularyRVSVR | History of FootballWho Invented Red And Yellow Cards? Retrieval VISVEThe Stone AgeThe Stone Age Retrieval IVVESHistory of Computer GamesTop Selling Computer GamesRetrievalSVVSI | CirculationThe Heart in History Retrieval VSSVIMan vs NatureLife On The Line Explanation RIVIIIMan V NatureInfernoExplanationVVIRRV | The Dodo Non-fiction SATS 2 StarsCars Non-fiction SATS 2 StarsMan V NatureAshes To AshesNo focusSRRREVVEERI |

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| Summer 1Text - Selfish Giant by Oscar Wilde  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | **MAT Environment Writing - letter to Mr Lacey** | Text - Selfish Giant**Genre - Narrative** |
| SpellingFocusTeaching | **Noun Suffixes**nessMent ship Sion, Tion, Cian, Ssion | **Noun Suffixes**AgeSure and ture | **Adjective Suffixes**Able ably/ ible iblyic Ful/lesstious and cious | **Adjective Suffixes**Ish Ivey ous, eous, ious cial /tial  | **Verb Suffixes**Ice/ise AteEn Ify**Adverb Suffixes**ly |
| Grammar/ punctuationFocus 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 StarsThe Cave Fiction SATS 3 StarsSwitched Fairy TalesRobyn HoodPredictionVRIEI | History of FootballWomen’s Football Vocabulary EIREPCirculationReplacement Vocabulary SRSIPPrideStonewall Riots Vocabulary RRIS | ElectricityFacts About Electricity Retrieval VSSVPLightGreta Thunberg Retrieval SIVSVFoods of the WorldOrigins Of Fast FoodRetrievalSSIVI | Werewolves Non-fiction SATS 3 StarsHot Air Balloons Non-fiction SATS 3 StarsThe FutureThe Operation Inference RVVSP | Portal StoriesA Shift in SpaceSummary VIRVREverybody different: everybody the sameParalympicsSummaryRVIRVMars Rover Non-fiction SATS 3 StarsRecycling 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 WritingGenre | 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** |
| SpellingFocusTeaching | **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/punctuationFocus 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 OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhotoGlossary | **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 tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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 CommandsQuestionsExclamations 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 OrderThird personPresent tenseCausal ConjunctionsTechnical VocabularyFormal Tone**Structural Features:**Opening statement to introduce the topicParagraphs organised around a series of eventsDiagrams |
| Reading Comprehension  | EvolutionDiary from the Beagle Inference VSVESBritish InnovatorsAlexander FlemingInference REVRS | EvolutionCharles Darwin Vocabulary RIESRThe Stone AgeStonehenge Vocabulary RSRIP | PridePride DiaryRetrievalVSSVIMyths and LegendsFinn McCoolRetrievalIEVSV | The Stone AgeLascaux ValleySummaryVEVRIChocolateDroolz delivers new delight!SummaryVRPEV | Switched Fairy TalesSleeping CutieRetrievalEVIPIMexicoMaking Sugar SkullsRetrievalVVSIE | History of FootballMaradona’s Handy for ArgentinaVocabularySRISELightThe EyeVocabularySVVIS | MexicoGrandmotherInferenceEVVRPIndustrial RevolutionThe Boy on the CanalInferenceESRVV |
| Reading Spine - class read | Reading Spine - Resistant TextStreet Child by Berlie Doherty |

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| Summer 2 |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | **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. .** |
| SpellingFocusTeaching | **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/punctuationFocus 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 - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - What might happen next. |
| Reading Comprehension  | Tandango Fiction SATS 3 StarsClockwork Man Fiction SATS 3 Stars2019 KS2 SAT reading paperIndustrial Revolution | British InnovatorsTim Berners Lee Retrieval SVIVPHistory of FootballPickles Saves the World Cup Retrieval IVSVI | British InventorsRosalind Franklin and Francis Crick Vocabulary ESIRSIndustrial RevolutionGreat Inventions Vocabulary RSIRS | SATSThe StageThe Play ThievesSummaryIRIVRBritish EmpiresFamous EmpiresRetrievalVVVIS | British InventorsCharles Babbage and Ada Lovelace Retrieval VISSIHistory of FootballOrigins of Football and Rugby Retrieval EVVII | EvolutionWhat is Evolution? Summary EVEREElectricityMichael Faraday Summary VRRRV |
| Reading Spine - class read | Reading Spine - Resistant TextStreet Child by Berlie Doherty |

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