



Brackenwood Junior School

English

Long Term Plan

Year 6

2022/23

				Autumn	1			
					and Diversity - Black His			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Extended	Applying for the Role of Head boy/	girl and Ambassador			Child by Zephania	Windrush Child by	•	
Writing Genre	Genre - Persuasive Letter		1	Genre - Non-Chronological Report Silent letters Diagraphs – what is a		Genre - Newspaper		
Spelling	Spelling test 3+4 words	Consonant spellings			Diagraphs – what is a	Short sounds	Long sounds	
Focus	Consonant spellings	$\underline{\mathbf{T}}$ – th – thyme	Mb – lamb	Kn – knot	diagraph?	short e – ai said, a many, ea head, eo	$\underline{\underline{\mathbf{A}}}$ = a, ai, aigh, ay, a-e, ei, eigh, ey	
Teaching	g-g for gue	W – qu	Bt – doubt	<u>L</u>	<u>ch</u> – ch, t (picture), tch	leopard, ie friend	$\underline{\mathbf{E}}$ = e, ea, ee, ei, ey, e-e, ie, y (i	
	<u>J</u> −g gerbil, dge – badger, ge –	<u>F</u> = gh, ph	D – Wednesday,	Mn – column	<u>zh</u> – division, measure	short I – e pretty, o women, u, busy, y gym	before e)	
	age	<u>W</u> – wh	sandwich	Wr – write	<u>sh</u> – ce (ocean), ch	short o – salt	<u>I</u> = I, eigh, ie, igh, i-e, y, ye, y-e	
	<u>K</u> - k for que, ck, ch (scheme) <u>Z</u> - ss – scissors	S – c – cell and race S – sc – science	Gn – gnome H – ghost rhino	<u>St</u> – whistle	(chef), cia (special), sh, ss(mission), t (motion	<u>short u</u> – o dove, ou young, oo good	<u>O</u> = o, oa, oe, ol, ou, ough, ow, o-	
	<u>Z</u> - 35 – 30135013 Y – 1 – onion	I before e	<u>n</u> – gnost mino		55(1111551011), t (111011011		<u>U</u> = u, ew, ue, u-e, oo	
Grammar/	Year 6 Grammar	Genre Related Gram	mar - Porcuacivo	Year 6 Grammar	Genre Related	Standard English forms for verb inflections	Genre Related Grammar -	
punctuation	real o Graniniai	Letter	illidi - Persuasive	Teal 6 Grainina	Grammar - Non-	instead of local spoken forms (e.g. we were	Newspaper	
Focus Teaching	The difference between	Letter		Linking ideas	chronological Report	instead of local spoken forms (e.g. we were	Newspaper	
rocus reaching	vocabulary typical of informal	Language Features:		across paragraphs	cinonological report	mistead of we was	Language Features:	
	speech and vocabulary	Past tense		using a wider	Language Features:	Relative clauses beginning with who, which,	5W's - Introduction	
	appropriate for formal speech	First person pronour	ıs	range of cohesive	Chronological Order	where, when, whose, that or an omitted	Details of main events in	
	and writing (e.g. find out –	Informal Tone		devices	Factual information	relative pronoun	chronological Order	
	discover, ask for – request)	Colloquial Language		Layout devices	Present Tense		Third person	
		Emotive Language		(e.g. headings,	Technical Vocabulary -	Use of the present perfect form of verbs	Past tense	
	Grammatical difference between	Thought and feelings	5	columns, bullet	Explain in the glossary	instead of the simple past (e.g. he has gone	Direct and reported speech	
	plural and possessive –s	Opinions as well as f	acts	points)	Third person	out to play instead of he went out to play)	Formal Tone	
		Time conjunctions			Formal tone		Rhetorical Question	
	Types of sentences and how to	Rhetorical Questions	i	How hyphens can		Use of commas to clarify meaning or avoid		
	identify them:	Exaggeration		be used to avoid	Structural Features:	ambiguity	Structural Features:	
	Statements			ambiguity (e.g. a	Topic Title		Newspaper Name	
	Commands	Structural Features:		man-eating	Introductory	The difference between informal speech	Headline	
	Questions	Sender and recipient	's address	shark)	Paragraph	and structures appropriate for formal	Subtitle	
	Exclamations	Date			Main Body -	speech (e.g. use of question tags in	Reporters Name	
	to discrete and a sile time of a		Why are you writing -	Punctuation of	Paragraphs	informal writing 'he's your friend, isn't he?	Introductory Paragraph - 5W's	
	Indicating possibility using	Hook the reader.		bullet points to list information	(Information	Or use of subjunctive form in formal	Pictures with captions	
	adverbs (e.g. perhaps) or model verbs (e.g. might, should, will,	Introductions Paragraphs - Each po	sint/rooson for	list information	organised into categories.	writing 'If I were'	Conclusion - What might happen next.	
	must)	writing, in one parag	· ·		Bullet Point	Linking ideas across paragraphs using a	next.	
	illust)	· ,	rising main points and		Photo	wider range of cohesive devices		
	Use of paragraphs to organise	re-iterating	rising main points and		Glossary	Layout devices (e.g. headings, columns,		
	ideas around a theme	Sign Off			Glossary	bullet points)		
Class read/	Windrush Child by Zephaniah - Con						<u> </u>	
Reading Spine	Time don cinic by Ecpitation - Con	p. sairy of Hurracol						
Reading	Robert the Bruce and the Spider	A Delightful Step	The Volcano Fiction	Myths and	The Stone Age	Chocolate Non-fiction SATS 2 Star	Switched Fairy Tales	
Comprehension	Inference	Sister	SATS 2 Star	Legends	Stone Age Tools		Joe White	
Focus	VVERS	Summary		Beowulf	Retrieval	Diamonds Non-fiction SATS 2 Star	Retrieval	
		IVRVI	Happy Land Fiction	Vocabulary	VIVSP		VIPEV	
	Journey of a Red Blood Cell	Light	SATS 2Star	IERPS	Chocolate	The Stage	Evolution	
	Inference	Light	Ice Planet	Pritich Innoveters		Oberon's Plan		
	SVRRR	Facts About Light	Glaciers	British Innovators	Melting Chocolate Retrieval	Inference	Common Descent Retrieval	
		Summary RIRVE	Summary	Alan Turing	VISP	VSRSV	VSEVS	
		NIKVE	RVVRP	Vocabulary RSESP	VISP		VSEVS	
				KSESP				

	Week 1	Week 2	Week 3	Text – Wizard of Oz by Frank Week 4	Week 5	Week 6	Week 7
Extended Writing	7.7	Wizard of Oz by Frank Baum Genre - Narrative with dialogue			7.7.7		
Senre				Wizard of Oz by		Wizard of Oz by Frank Baum Genre - Letter to Aunty Em	
	Other long sounds		Tonco	Genre - Altern Comparitive/superlative	Latin Etymology	Greek Etymology	3+4 spelling test review
pelling ocus	Oi = oi, oy	<u>Ear</u> – ere ear	Tense ing and ed	Er, ier and est	Min Mat and pat	Pan Path	Homophones
eaching	<u>Ow</u> = ow, ou	Er = er, ur,		Plural – s, es, ies	Quad Terr	Phobia Photo	Homonyms
cacining	Δr	ir, or	verbs	3, 63, 163	Tri Uni	Poly tele	Homographs
	Air – air, ear, are	Or = or,	70.03		Agua Cent	Aero Bibl	Hyphen
	—	ore, au, av	v,		Circum Form	Cycl Dec	<i>"</i>
		al, ar, ure			Liber bi	Mega therm	
						homo	
Grammar/	Year 6 Grammar	Genre Rel	ated Grammar -	Year 6 Grammar	Genre Related	Year 6 Grammar	Genre Related Grammar - Letter to
unctuation	Use of the semi-colon, colon and d	Narrative		How words are related by mean	Grammar -		Aunty Em
ocus Teaching	to mark the boundary between			as synonyms and antonyms (big	Δiternate Ending	Use of the semi-colon,	
	independent clauses (e.g. It's raining	Language		large, little)		colon and dash to mark	Language Features:
	I'm fed up)	Adjectives	to help reader			the boundary between	Past tense
	Expressing time, place and cause us	visualise t	ne story adjectives to	Converting nouns or adjectives in verbs using suffixes (e.gate, -is		: independent clauses (e.g. It's raining; I'm fed up)	First person pronouns Informal Tone
	-conjunctions (e.g. when, before, af		•	ify)	reader visualise the		Colloquial Language
	while, so, because)		roughout the		story	Expressing time, place and	Emotive Language
	-adverbs (e.g. then, next, soon,	story.	Toughout the	Use of inverted commas and oth	Yerhs and adjective		Thought and feelings
	therefore)	Adverbials		punctuation to indicate direct sp	ech to help the reader	-conjunctions (e.g. when,	Opinions as well as facts
	prepositions (e.g. before, after, duri	ng Dialogue		(e.g. a comma after the reporting clauses, end punctuation inside	feel tension	before, after, while, so,	Time conjunctions
	in, because of)	116,		inverted commas)	throughout the	because)	Rhetorical Questions
	,	Structural		,	story.	-adverbs (e.g. then, next,	Exaggeration
	Fronted adverbials (e.g. Later that d	,, -1 0	Set the scene	Noun phrases expanded by the	Adverbials	soon, therefore)	
	heard the bad news)		Characters	addition of modifying adjectives,	Dialogue		Structural Features:
	Relative clauses beginning with who	Build Up Dilemma		nouns and preposition phrases (et the teachers expanded to: the st	~	prepositions (e.g. before,	Sender and recipient's address Date
	which, where, when, whose, that or	an Resolution		maths teacher with curly hair)	Structural reatures	arter, during, in, because	Opening Sentence - Why are you
	omitted relative pronoun	Ending		matils teacher with curry hair)	Ending	of)	writing - Hook the reader.
	Correct choice and consistent use o		s and future	Use of progressive form of verbs		A managariata abaica af	Introductions
	present or past tense throughout	plans		the present and past tense (for	future plans	Appropriate choice of pronoun or noun within	Paragraphs - Each point/reason for
	writing			example 'she is drumming' 'he w	as	and across sentences to	writing, in one paragraph.
	Use of inverted commas and other			shouting')		aid cohesion and avoid	Conclusion - Summarising main point
	punctuation to indicate direct speed	ch				repetition	and re-iterating
	(e.g. a comma after the reporting			Use of capital letters, full stops,		'	Sign Off
	clauses, end punctuation inside			questions marks and exclamation			
	inverted commas)			marks to demarcate sentences			
Class read/ Reading Spine	Wizard of Oz by Frank Baum - Arch	aic Text					
VIPERS - Reading	Screaming Demons Fiction	/ictorians	Mexico	Victorians	Dogs Non-fiction SATS 2	Light	Christmas
Comprehension	g .	Worst Jobs for	Mexico City	Escaping the Workhouse	Star	Light through time Retrieval	The Night Before Christmas Chapter 3
Focus	L.	(ids	Vocabulary	Inference		SVSIV	Inference
	The Key Fiction SATS 2 Star	Summary	SIEPR	ISRRE	Meadows Non-fiction SATS 2 Star	British Empire	RPEPVV
	Healthy Bodies	/IRRP	Chocolate	Victorians	SATS Z SIdi	The Empire Retrieval	Christmas
	A Healthy Diet	/ictorians	Chocolate	Street Urchin Inference	Man V Nature	SSVVI	The Night Before Christmas Chapter 2

	RVRVR	A Schoolhouse Letter Explanation VIRVV	Aztec Chocolate Vocabulary IRISE	RVESP	Cat And Mouse Explanation VIVIV	Everybody different: everybody the same What is a Disability Retrieval VSVIS	Vocabulary IPERS
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				Spring 1 ingdom by Michael Morpurgo			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Extended Writing	Kensuke's Kingdom	n by Michael Morpurgo	Kensuke's Kingdom	by Michael Morpurgo	Ker	nsuke's Kingdom by Michael M	1orpurgo
Genre	Genre - Narra	tive with dialogue	Genre - Diar	y Entry/Journal	Genre - Balanced Argume	nt - Should you take your chil to travel?	dren out of school for one yea
Spelling	Spelling test 5+6 words	Prefixes	<u>Prefixes</u>	<u>Prefixes</u>	<u>Prefixes</u>	Combining Prefixes	
Focus	Nouns - Al metal/II	Co,	Im	Inter	Post pre	com, con	
Teaching	pencil	Dis	In	Intra	Sub	Auto	
	Le apple/El camel	Ex	III	micro	Super	audi	
	OI	Mis	lr .	Fore	Trans	under	
		Re	De	Un	Anti	Out	
						Over	
						Noun Suffixes	
						Ent ency/ant ancy	
						Dom	
						Er,ar and or	
						Ist	
						ity	
Grammar/	Year 6 Grammar	Genre Related Grammar -	Year 6 Grammar	Genre Related Grammar	Year 6 Grammar		Genre Related Grammar -
punctuation		Narrative with dialogue		-Diary entry/Journal			Balanced Argument
Focus Teaching	Use of the passive to		Use of the passive to		How words are related by	•	
	affect the presentation	Language Features:	affect the presentation	Language Features:	antonyms (big, large, little)	Language Features:
	of information in a	Adjectives to help reader	of information in a	Past tense			Present Tense
	sentence (e.g. I broke	visualise the story	sentence (e.g. I broke	First person pronouns	Use of the passive to affect	•	Third person
	the window in the	Verbs and adjectives to	the window in the	Informal Tone		(e.g. I broke the window in	Formal Tone
	greenhouse VS the window in the	help the reader feel	greenhouse VS the window in the	Colloquial Language	the greenhouse VS the win	ndow in the greenhouse	Abstract Nouns - Truth,
	greenhouse was	tensions throughout the	greenhouse was	Emotive Language Thought and feelings	was broken)		fairness, belief Modal Verbs - Could, must,
	broken)	story. Dialogue	broken)	Opinions as well as facts	Linking ideas across parag	raphs using a wider range of	can. will.
	brokenj	Dialogue	broken)	Time conjunctions	cohesive devices	raphs using a wider range of	Conjunctions for cause and
	The difference between	Structural Features:	Standard English forms	Time conjunctions		ngs, columns, bullet points)	effect - Even though, as a
	informal speech and	Opening - Set the scene	for verb inflections	Structural Features:	Layout devices (e.g. Headin	ings, columnis, bullet points)	result, consequently, hence
	structures appropriate	Introduce Characters	instead of local spoken	Date	How hyphens can be used	to avoid ambiguity (e.g. a	therefore.
	for formal speech (e.g.	Build Up	forms (e.g. we were	Dear Diary,	man-eating shark)	to avoid annoignity (e.g. a	therefore.
	use of question tags in	Dilemma	instead of we was)	Paragraphs	man cating snarky		Structural Features:
	informal writing 'he's	Resolution		Sign Off			Topic/Title
	your friend, isn't he? Or	Ending	Relative clauses	2.6 5			Introductory Paragraph - GI
	use of subjunctive form	Reflections and future	beginning with who,				brief idea of both sides of th
	in formal writing 'If I	plans	which, where, when,				argument.
	were'	1	whose, that or an				Paragraphs - Each point
			,				supported by evidence and

	Use of the semi-colon,		omitted relative				extra information.
	colon and dash to mark		pronoun				
	the boundary between						
	independent clauses		Use of the present				
	(e.g. It's raining; I'm fed		perfect form of verbs				
	up)		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				
Class read/ Reading	Kensuke's Kingdom by MI	chael Morpurgo - Complexit	y of plot				
Spine							
VIPERS - Reading	Sports Commentary	Untold Stories	The Treehouse Fiction	History of Football	Circulation	The Dodo Non-fiction SATS 2	Stars
Comprehension	Ancient Olympics	An Unhappy Mum	SATS 2 Stars	Who Invented Red And	The Heart in History		
Focus	Summary	Vocabulary		Yellow Cards? Retrieval	Retrieval	Cars Non-fiction SATS 2 Stars	
	RIVVR	SRIEI	The Light Fiction SATS 3	VISVE	VSSVI		
			Stars			Man V Nature	
	Conservation	Circulation		The Stone Age	Man vs Nature	Ashes To Ashes	
	Conservation News	Strange Hearts	Everybody different:	The Stone Age Retrieval	Life On The Line	No focus	
	Summary	Vocabulary	everybody the same	IVVES	Explanation	SRRREVVEERI	
	RRIRVE	RRSES	Sports Day		RIVIII		
			Vocabulary	History of Computer			
	Healthy Bodies	History of Computers	RVSVR	Games	Man V Nature		
	What Happens During	Revolutionary Consoles		Top Selling Computer	Inferno		
	Exercise	Vocabulary		Games	Explanation		
	Summary	SSRR		Retrieval	VVIRRV		
	RRVRE			SVVSI			

	Spring 2									
	Text - Floodland by Marcus Sedgwick									
	Week 1 Week 2 Week 3 Week 4 Week 5									
Extended Writing	Text - Floodland by Marcus	Text - Floodland by Marcus Sedgwick		Text - Floodland by Marcus Sedgy	wick					
Genre	Sedgwick	Genre - Instructions - How to survive in No	<u>rwich</u>	Genre - Narrative - End chapter -	When Zoe is dragged out of the water - What					
	Genre -Setting Description			happened next? Cliff Hanger.						
Spelling	Noun Suffixes	Noun Suffixes	Adjective Suffixes	Adjective Suffixes	Verb Suffixes					
Focus	ness	Age	Able ably/ ible ibly	Ish	Ice/ise					
Teaching	Ment	Sure and ture	ic	Ive	Ate					
	ship		Ful/less	У	En					
	Sion, Tion, Cian, Ssion		tious and cious	ous, eous, ious	Ify					
				cial /tial	Adverb Suffixes					
					ly					
Grammar/ punctuation	Genre Related Grammar -	Year 6 Grammar	Genre Related Grammar -	Year 6 Grammar	Genre Related Grammar - Narrative - Ending					
Focus Teaching	Setting Description		Instructions							
		Use of the passive to affect the		The difference between	Language Features:					
	Language Features:	presentation of information in a	Language Features:	informal speech and	Adjectives to help reader visualise the story					
	Figurative language -	sentence (e.g. I broke the window in the	Chronological Order	structures appropriate for	Verbs and adjectives to help the reader feel tensions					
	Similes, metaphors,		Imperative verbs	formal speech (e.g. use of	throughout the story.					

	personification,	greenhouse VS the window in the	Adverbs	question tags in informal	Dialogue
	onomatopoeia, hyperbole	greenhouse was broken)	Technical Vocabulary	writing 'he's your friend, isn't	
			Formal Tone	he? Or use of subjunctive form	Structural Features:
	Structural Features:	Use of the colon to introduce a list and		in formal writing 'If I were'	Ending
	Paragraphs	the use of semi-colons with lists	Structural Features:		Reflections and future plans
			Title	Use of the semi-colon, colon	'
	Year 6 Grammar	How hyphens can be used to avoid	Subheadings	and dash to mark the	
		ambiguity (e.g. a man-eating shark)	Opening sentence	boundary between	
	Use of the passive to affect		Clear list of equipment	independent clauses (e.g. It's	
	the presentation of	Punctuation of bullet points to list	Bullet Points - Method in	raining; I'm fed up)	
	information in a sentence	information	simple steps	,	
	(e.g. I broke the window in		Diagrams	Subordination (using when, if,	
	the greenhouse VS the	Identify root words Suffixes that can be	Closing Statement	that, because) and co-	
	window in the greenhouse	added to verbs (e.g. helping, helped,	5	ordination (using or, and, but)	
	was broken)	helper)		erament (acmg er, eme, eas)	
	,	,		Fronted adverbials (e.g. Later	
	Use of the semi-colon,	Indicating possibility using adverbs (e.g.		that day, I heard the bad news)	
	colon and dash to mark the	perhaps) or model verbs (e.g. might,			
	boundary between	should, will, must)		Appropriate choice of pronoun	
	independent clauses (e.g.	5115 414) 1111, 11145 (or noun within and across	
	It's raining; I'm fed up)	Devices to build cohesion within a		sentences to aid cohesion and	
	, , , , , , , , , , , , , , , , , , ,	paragraph (e.g. first, then, after this)		avoid repetition	
		paragraph (e.g. men) area and			
		Commas to separate items in a list			
Class read/ Reading	Kensuke's Kingdom by MIcha	el Morpurgo - Complexity of plot	•		
Spine					<u></u>
/IPERS - Reading	The Lanterns Fiction SATS 3	History of Football	Electricity	Werewolves Non-fiction SATS 3	Portal Stories
Comprehension Focus	Stars	Women's Football Vocabulary	Facts About Electricity	Stars	A Shift in Space
		EIREP	Retrieval		Summary
	The Cave Fiction SATS 3		VSSVP	Hot Air Balloons Non-fiction	VIRVR
	Stars	Circulation		SATS 3 Stars	Everybody different: everybody the same
		Replacement Vocabulary	Light		Paralympics
	Switched Fairy Tales	SRSIP	Greta Thunberg Retrieval	The Future	Summary
	Robyn Hood		SIVSV	The Operation Inference	RVIRV
	Prediction	Pride		RVVSP	
	VRIEI	Stonewall Riots Vocabulary	Foods of the World		Mars Rover Non-fiction SATS 3
		RRIS	Origins Of Fast Food		Stars
			Retrieval		
			SSIVI		Recycling Process Non-fiction SATS 3 Stars

		Tevt - St	Summer 1 treet Child by Berlie Dohert	V		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre		hild by Berlie Doherty Ma - Written from sisters point of view.		Text - Street Child by Berlie Doherty Genre - Setting description of the workhouse.		illd by Berlie Doherty caping from the workhouse
Spelling Focus Teaching Grammar/ punctuation Focus Teaching	Letter string—ough -ough can be used to spell a number of different sounds Year 6 Grammar Use of the passive to affect the presentation of information in a sentence (e.g. I broke the	Words ending -fer Only double the 'r' before adding a vowel suffix if the 'fer' is still stressed. Genre Related Grammar - Informal Letter home Language Features: Past tense First person pronouns	ie/ei sounding long 'ee' 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee). Year 6 Grammar How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)	'ei' sounding long 'ee' 'ei' can make the long 'e' sound (ee). Genre Related Grammar - Setting Description Language Features: Figurative language - Similes, metaphors,	Silent letters Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'. Year 6 Grammar The difference between informal speech and structures appropriate for formal speech (e.g. use of	Silent letters Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g. Genre Related Grammar - Newspaper Language Features: 5W's - Introduction Details of main events in
	window in the greenhouse VS the window in the greenhouse was broken)	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		personification, onomatopoeia, hyperbole Structural Features: Paragraphs	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)	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 Te Street Child by Berlie Doher					

		Summer 2						
T 4	امماما	A stamp of Calamanaa bu lasan Cl	L					

			Text - Island - A story of	Galapagos by Jason Chir			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing		of Galapagos by Jason Chin		Galapagos by Jason Chin	Text - Island - A story of Gala		
Genre		hronological Report		of Charles Darwin	Genre - Explanation Text - Theory of Evolutio		mans/Crodiles
Spelling	Suffix – ful/-less	Plural of words ending –o	Plural of words ending	Irregular plurals	Irregular past tense 'ow' to 'ew'	Irregular past	
Focus			−f/-fe			tense	
Teaching						'in' to 'an'	
Grammar/	Year 6 Grammar	Genre Related Grammar -	Year 6 Grammar	Genre Related	Year 6 Grammar	Genre Related Gran	nmar -
punctuation		Non-chronological Report		Grammar - Biography		Explanation Text	
Focus Teaching	Linking ideas across		Use the correct		Linking ideas across paragraphs using a wider		
	paragraphs using a	Language Features:	determiner 'a' or 'an'	Language Features:	range of cohesive devices	Language Features:	
	wider range of	Chronological Order	depending on whether	Past tense	Layout devices (e.g. headings, columns, bullet	Chronological Order	·
	cohesive devices	Factual information	the following word	Third person pronouns	points)	Third person	
	Layout devices (e.g.	Present Tense	begins with a vowel or a	Time adverbials		Present tense	
	headings, columns,	Technical Vocabulary -	consonant (e.g. a rock,	Factual information	Use of the colon to introduce a list and the	Causal Conjunctions	5
	bullet points)	Explain in the glossary	an open box)		use of semi-colons with lists	Technical Vocabular	У
		Third person		Structural Features:		Formal Tone	
	Use of the colon to	Formal tone	Linking ideas across	Opening statement	Types of sentences and how to identify them:		
	introduce a list and		paragraphs using	Paragraphs - Main	Statements	Structural Features	:
	the use of semi-	Structural Features:	adverbials or time,	events in a person's life	Commands	Opening statement	to introduce the
	colons with lists	Topic Title	place or tense (e.g.	Main influences in a	Questions	topic	
		Introductory Paragraph	later, nearby, he had	person's life.	Exclamations	Paragraphs organise	ed around a
	How hyphens can be	Main Body - Paragraphs	seen her before)	Closing paragraph - How		series of events	
	used to avoid	(Information organised		will he/she be	Indicating possibility using adverbs (e.g.	Diagrams	
	ambiguity (e.g. a	into categories.		remembered - Future	perhaps) or model verbs (e.g. might, should,		
	man-eating shark)	Bullet Point		work.	will, must)		
		Photo			,,		
		Glossary			Devices to build cohesion within a paragraph		
					(e.g. first, then, after this)		
					(e.g. mas) areas and		
					Headings and sub-heading to aid presentation		
Reading Comprehension	Evolution	Evolution	Pride	The Stone Age	Switched Fairy Tales	History of Football	Mexico
	Diary from the Beagle	Charles Darwin	Pride Diary	Lascaux Valley	Sleeping Cutie	Maradona's	Grandmother
	Inference	Vocabulary	Retrieval	Summary	Retrieval	Handy for	Inference
	VSVES	RIESR	VSSVI	VEVRI	EVIPI	Argentina	EVVRP
						Vocabulary	
	British Innovators	The Stone Age	Myths and Legends	Chocolate	Mexico	SRISE	Industrial
	Alexander Fleming	Stonehenge Vocabulary	Finn McCool	Droolz delivers new	Making Sugar Skulls		Revolution
	Inference	RSRIP	Retrieval	delight!	Retrieval	Light	The Boy on the
	REVRS		IEVSV	Summary	VVSIE	The Eye	Canal
				VRPEV		Vocabulary	Inference
						SVVIS	ESRVV
Reading Spine - class read	Reading Spine - Resista	nt Text					
<u> </u>	Street Child by Berlie D						