



Brackenwood Junior School

English

Long Term Plan

Year 6

2022/23

Autumn 1

Text – Windrush Child by Zephaniah (Equality and Diversity - Black History Text)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Applying for the Role of Head boy/girl and Ambassador Genre - Persuasive Letter			Windrush Child by Zephania Genre - Non-Chronological Report		Windrush Child by Zephania Genre - Newspaper	
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 – l – 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 l – 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 (i before e) I = l, 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 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request) Grammatical difference between plural and possessive –s Types of sentences and how to identify them: Statements Commands Questions Exclamations Indicating possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might, should, will, must) Use of paragraphs to organise ideas around a theme	Genre Related Grammar - Persuasive Letter 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	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 Glossary	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 <i>instead of</i> 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	A Delightful Step Sister Summary IVRVI Light Facts About Light Summary RIRVE	The Volcano Fiction SATS 2 Star Happy Land Fiction SATS 2Star 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 VRSRV	Switched Fairy Tales Joe White Retrieval VIPEV Evolution Common Descent Retrieval VSEVS

Autumn 2

Text – Wizard of Oz by Frank Baum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Wizard of Oz by Frank Baum Genre - Narrative with dialogue			Wizard of Oz by Frank Baum Genre - Alternate ending		Wizard of Oz by Frank Baum Genre - Letter to Aunty Em	
Spelling Focus Teaching	<u>Other long sounds</u> <u>Oi</u> = oi, oy <u>Ow</u> = ow, ou <u>Ar</u> <u>Air</u> – air, ear, are	<u>Ear</u> – ere ear <u>Er</u> = er, ur, ir, or <u>Or</u> = or, ore, au, aw, al, ar, ure	<u>Tense</u> ing and ed Irregular verbs	<u>Comparative/superlative</u> Er, ier and est Plural – s, es, ies	<u>Latin Etymology</u> Min Mat and pat Quad Terr Tri Uni Aqua Cent Circum Form Liber bi	<u>Greek Etymology</u> Pan Path Phobia Photo Poly tele Aero Bibl Cycl Dec Mega therm homo	<u>3+4 spelling test review</u> 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) 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) 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 Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)	Genre Related Grammar - Narrative 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: Opening - Set the scene Introduce Characters Build Up Dilemma Resolution Ending Reflections and future plans	Year 6 Grammar 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	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	
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	Victorians Worst Jobs for Kids Summary VIRRP Victorians	Mexico Mexico City Vocabulary SIEPR Chocolate	Victorians Escaping the Workhouse Inference ISRRE Victorians Street Urchin Inference	Dogs Non-fiction SATS 2 Star Meadows Non-fiction SATS 2 Star Man V Nature	Light Light through time Retrieval SVSIV British Empire The Empire Retrieval SSVVI	Christmas The Night Before Christmas Chapter 1 Inference RPEPVV Christmas The Night Before Christmas Chapter 2

	Summary 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						
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 - Narrative with dialogue		Kensuke's Kingdom by Michael Morpurgo Genre - Diary Entry/Journal		Kensuke's Kingdom by Michael Morpurgo Genre - Balanced Argument - Should you take your children out of school for one year to travel?	
Spelling Focus Teaching	<u>Spelling test 5+6 words</u> Nouns - Al metal/Il pencil Le apple/EI camel OI	<u>Prefixes</u> Co, Dis Ex Mis Re	<u>Prefixes</u> Im In Ill Ir De	<u>Prefixes</u> Inter Intra micro Fore Un	<u>Prefixes</u> Post pre Sub Super Trans Anti	<u>Combining Prefixes</u> com, con Auto audi under Out Over <u>Noun Suffixes</u> Ent ency/ant ancy Dom Er,ar and or Ist ity
Grammar/ punctuation Focus Teaching	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) 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...')	Genre Related Grammar - Narrative with dialogue Language Features: Adjectives to help reader visualise the story Verbs and adjectives to help the reader feel tensions throughout the story. Dialogue Structural Features: Opening - Set the scene Introduce Characters Build Up Dilemma Resolution Ending Reflections and future plans	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	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 - Balanced Argument Language Features: Present Tense Third person Formal Tone Abstract Nouns - Truth, fairness, belief Modal Verbs - Could, must, can, will. Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore. Structural Features: Topic/Title Introductory Paragraph - Give brief idea of both sides of the argument. Paragraphs - Each point supported by evidence and

	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)		omitted relative pronoun Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <i>instead of</i> he went out to play) Use of commas to clarify meaning or avoid ambiguity			extra information.
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	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 SRREVVEERI

Spring 2					
Text - Floodland by Marcus Sedgwick					
	Week 1	Week 2	Week 3	Week 4	Week 5
Extended Writing Genre	Text - Floodland by Marcus Sedgwick Genre -Setting Description	Text - Floodland by Marcus Sedgwick Genre - Instructions - How to survive in Norwich		Text - Floodland by Marcus Sedgwick Genre - Narrative - End chapter - When Zoe is dragged out of the water - What happened next? Cliff Hanger.	
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 - Setting Description Language Features: Figurative language - Similes, metaphors,	Year 6 Grammar Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the	Genre Related Grammar - Instructions Language Features: Chronological Order Imperative verbs	Year 6 Grammar The difference between informal speech and structures appropriate for formal speech (e.g. use of	Genre Related Grammar - Narrative - Ending Language Features: Adjectives to help reader visualise the story Verbs and adjectives to help the reader feel tensions throughout the story.

	<p>personification, onomatopoeia, hyperbole</p> <p>Structural Features: Paragraphs</p> <p>Year 6 Grammar</p> <p>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)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p>	<p>greenhouse VS the window in the greenhouse was broken)</p> <p>Use of the colon to introduce a list and the use of semi-colons with lists</p> <p>How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)</p> <p>Punctuation of bullet points to list information</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>Indicating possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might, should, will, must)</p> <p>Devices to build cohesion within a paragraph (e.g. first, then, after this)</p> <p>Commas to separate items in a list</p>	<p>Adverbs Technical Vocabulary Formal Tone</p> <p>Structural Features: Title Subheadings Opening sentence Clear list of equipment Bullet Points - Method in simple steps Diagrams Closing Statement</p>	<p>question tags in informal writing 'he's your friend, isn't he? Or use of subjunctive form in formal writing 'If I were...'</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Dialogue</p> <p>Structural Features: Ending Reflections and future plans</p>
Class read/ Reading Spine	Kensuke's Kingdom by Michael Morpurgo - Complexity of plot				
VIPERS - Reading Comprehension Focus	<p>The Lanterns Fiction SATS 3 Stars</p> <p>The Cave Fiction SATS 3 Stars</p> <p>Switched Fairy Tales Robyn Hood Prediction VR1EI</p>	<p>History of Football Women's Football Vocabulary EIREP</p> <p>Circulation Replacement Vocabulary SRSIP</p> <p>Pride Stonewall Riots Vocabulary RRIS</p>	<p>Electricity Facts About Electricity Retrieval VSSVP</p> <p>Light Greta Thunberg Retrieval SIVSV</p> <p>Foods of the World Origins Of Fast Food Retrieval SSIVI</p>	<p>Werewolves Non-fiction SATS 3 Stars</p> <p>Hot Air Balloons Non-fiction SATS 3 Stars</p> <p>The Future The Operation Inference RVVSP</p>	<p>Portal Stories A Shift in Space Summary VIRVR Everybody different: everybody the same Paralympics Summary RVIRV</p> <p>Mars Rover Non-fiction SATS 3 Stars</p> <p>Recycling Process Non-fiction SATS 3 Stars</p>

Summer 1						
Text - Street Child by Berlie Doherty						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre	Text - Street Child by Berlie Doherty Genre - Informal letter to Ma - Written from sisters point of view.		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 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)	Genre Related Grammar - Informal Letter home 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	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					

