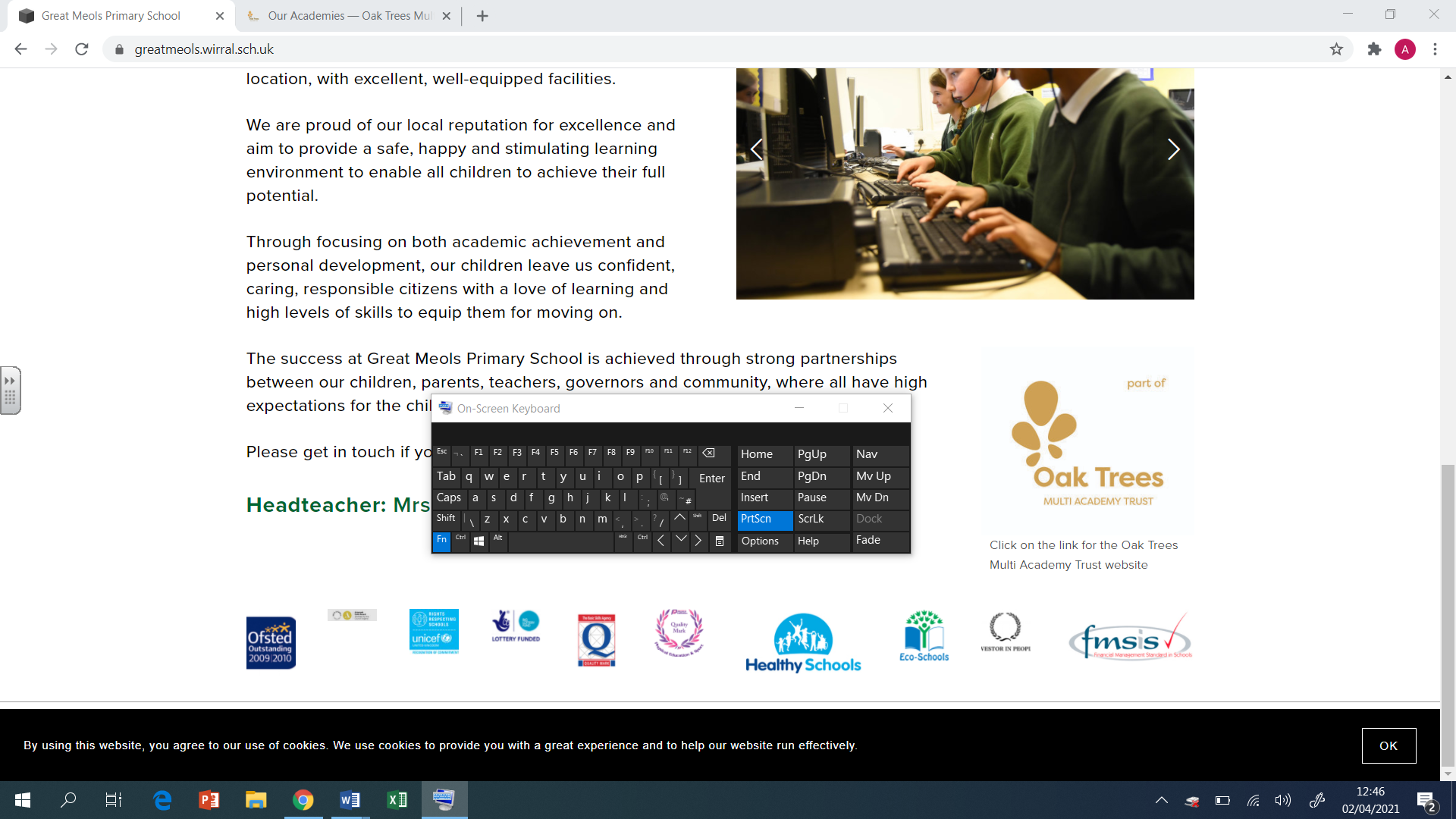
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Brackenwood Junior School

English

Long Term Plan

Year 6

2023/24

| Autumn 1  Text – Windrush Child by Benjamin Zephaniah (Equality and Diversity - Black History Text) | | | | | | | |
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|  | **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 Repor**t | | 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** – 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**  **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 model 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 *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 |  |  |  |  |  |  |  |

| **Autumn 2**  **Text - Island - A story of Galapagos by Jason Chin** | | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | MAT Health & Wellbeing  Balanced argument | | Text - Island - A story of Galapagos by Jason Chin  **Genre – Diary from Charles Darwin POV (GDS POV of turtle/finch/iguana)** | | Text - Island - A story of Galapagos by Jason Chin  **Genre - Narrative** | | |
| 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 passive verbs**  **Conjunctions**  **Fronted adverbials** | **Genre Related Grammar – Balanced argument**  **Language Features:**  Present tense  Conjunctions  Third person  Impersonal voice  Formal tone  Technical vocabulary  **Structural Features:**  Question starter  Opening statement  Arguments for/against in paragraphs  Conclusion | **Year 6 Grammar**  How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)  Use of paragraphs  Modal verbs  Parenthesis – brackets, dashes, commas | **Genre Related Grammar – Journal/diary**  **Language Features:**  Past tense (ending with present tense)  First person  Informal tone  Time conjunctions  **Structural Features:**  Date  Dear diary  Introduction  Paragraphs  Conclusion  Sign off | **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 | |
| Reading Comprehension |  |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Resistant Text  Street Child by Berlie Doherty | | | | | | |

| Spring 1  Text – Wizard of Oz by Frank Baum | | | | | | | | | | | |
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|  | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | | | |
| Extended Writing  Genre | Wizard of Oz  Setting description | Wizard of Oz by Frank Baum **Genre - Letter to Oz (from Dorothy)** | | | | Wizard of Oz  Narrative | | | | | |
| 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 | **Comparitive/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**  **Genre Related Grammar – Setting description**  **Language Features**  Figurative language  Hyperbole  Similes  Metaphors  Personification  Expanded noun phrases  Adverbial phrases  **Structural Features**  Paragraphing for cohesion | **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 Oz**  **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**  **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 | | | |
| Class read/ Reading Spine | Wizard of Oz by Frank Baum - **Archaic Text** | | | | | | | | | | |
| VIPERS - Reading Comprehension Focus |  |  |  | |  |  |  | | |  |

| Spring 2  Text - Kensuke’s Kingdom by Michael Morpurgo | | | | | | | | | | | |
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|  | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | | **Week 5** | | | |
| Extended Writing  Genre | World Book Day  Biography of favourite author - MIchael Morpurgo | | | MAT Environment Writing  Persuasive letter to Mr Lacey | | | | Kensuke’s Kingdom by Michael Morpurgo  **Genre – Newspaper – Boy Overboard** | | | |
| 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**  **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…’**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)** | **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**  **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…’**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)** | | **Genre Related Grammar - Persuasive letter**  **Language Features:**  Rule of three  Emotive language  Rhetorical question  Facts and opinions  Statistics  First person  Formal tone  **Structural Features:**  Recipient’s address  Author’s address  Date  Greeting  Paragraphs  Conclusion  Signature | | **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 | | | **Grammar -Newspaper**  **Language Features:**  Third person  Formal tone  Subjunctive form  Passive voice  Direct and reported speech  **Structural Features:**  Headline  By-line  5Ws in introduction  Quotes  Conclusion  Picture with caption |
| Class read/ Reading Spine | Kensuke's Kingdom by MIchael Morpurgo - **Complexity of plot** | | | | | | | | | | |
| VIPERS - Reading Comprehension Focus |  |  |  | |  | |  | |  | | |

| Summer 1  Text – Selfish Giant by Oscar Wilde | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Text – Selfish Giant  **Genre -Setting Description** | Text – Selfish Giant  **Genre - Narrative** | | | Text – Selfish Giant  **Genre - Diary** | |
| 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, 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**  **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…’**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)**  **Subordination (using when, if, that, because) and co-ordination (using or, and, but)**  **Fronted adverbials (e.g. Later that day, I heard the bad news)**  **Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition** | **Genre Related Grammar - Narrative -**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tensions throughout the story.  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)**  **Subordination (using when, if, that, because) and co-ordination (using or, and, but)**  **Fronted adverbials (e.g. Later that day, I heard the bad news)**  **Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition**  **Synonyms to avoid repetition and aid cohesion** | **Genre Related Grammar – Journal/diary**  **Language Features:**  Past tense (ending with present tense)  First person  Informal tone  Time conjunctions  **Structural Features:**  Date  Dear diary  Introduction  Paragraphs  Conclusion  Sign off | **Year 6 Grammar**  **How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)**  **Use of paragraphs**  **Modal verbs**  **Parenthesis – brackets, dashes, commas** |
| Class read/ Reading Spine | Kensuke's Kingdom by MIchael Morpurgo - **Complexity of plot** | | | | | |
| VIPERS - Reading Comprehension Focus |  |  |  |  |  | |

| Summer 2  Text – Star of Fear, Star of Hope by Jo Hoestlandt | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Diversity Text – LGBTQ+  Biography of Alan Turing/Christine Jorgensen/Elliot Page/Elton John/Billie Jean King | | Text – Star of Fear, Star of Hope  **Genre – Journal/diary** | | Text – Star of Fear, Star of Hope  **Genre – Letter to Lydia** | |
| 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**  Pronouns to avoid repetition of nouns  Relative clauses beginning with who, where, which, when, whose, that or an omitted relative pronoun  A range of conjunctions for cohesion  Standard English | **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**  How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)  Use of paragraphs  Modal verbs  Parenthesis – brackets, dashes, commas | **Genre Related Grammar – Journal/diary**  **Language Features:**  Past tense (ending with present tense)  First person  Informal tone  Time conjunctions  **Structural Features:**  Date  Dear diary  Introduction  Paragraphs  Conclusion  Sign off | **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…’  Synonyms  Cohesive devices  Conjunctions and fronted adverbials | **Genre Related Grammar - Letter to Lydia**  **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 |
| Reading Comprehension |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Sky Song, Abi Elphinstone - Narratively complex | | | | | |