



# Holy Cross Catholic School



## English Long Term Plan Year 6

	<p>Modal Verbs</p> <p>Levels of formality including vocabulary and contractions and apostrophes</p>	<p>adverbials, lists, for subordination and for clarity</p> <p>Sentence openers</p> <p>Hyphens for clarity</p>	<p>tables, to structure text] punctuating bullet points consistently</p>	<p>Cohesive devices (pronouns and synonyms)</p> <p>Verb tenses</p> <p>Commas to clarify meaning or avoid ambiguity in writing</p> <p>Brackets, dashes, commas – embedded clauses</p> <p>Subjunctive forms</p>	<p>colons or dashes to mark boundaries between independent clauses</p>		
Spelling	<p>Words ending '-able/ably', '-ible/ibly'</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Short vowel, double consonant</p> <p>Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p> <p>Homophones</p> <p>Words containing the letter string '-ough'</p> <p>The /əəl/ sound, words ending 'tial' and 'cial'</p> <p>Yr 5/6 statutory words</p>			<p>Rare GPCs</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', 'ence'/'-ency' Homophones and near homophones</p> <p>Yr 5/6 statutory words</p>	<p>Revision of all spelling based on ongoing assessments</p>		
Proof Reading	<p>Ongoing revision of all spelling, punctuation and grammar skills.</p>						
Shared/ Guided Reading	<ol style="list-style-type: none"> <li>Initial assessments</li> <li><i>Same as above</i></li> <li>Breaking polysyllabic words into syllables</li> <li>Woking memory</li> <li>Visualise</li> <li>Ask questions and wonder</li> <li>Predictions</li> </ol>	<ol style="list-style-type: none"> <li>Scanning and retrieval –Fiction/Non – fiction</li> <li>Skimming and gist –Fiction/Non-Fiction</li> <li>Inferences</li> <li>Meaning of words in context: Determiners</li> <li>Meaning of words in context: Nouns and expanded noun phrases</li> <li>Meaning of words in context: Pronouns</li> <li>Assessment week</li> <li>Meaning of words in context: Verbs</li> </ol> <p>Build in time as needed to review, revisit, revise.</p>	<ol style="list-style-type: none"> <li>Language, structure and presentation contribute to meaning/ Understand texts that are structured in different ways</li> <li>Scanning (Retrieval) (Fact/opinion) (Fiction/Non-fiction)</li> <li>Inference</li> <li>Summarise a paragraph (2 lessons)/summarise from more than 1 paragraph (2 lessons)</li> <li>Assessment week</li> </ol>	<ol style="list-style-type: none"> <li>Scanning (Retrieval) (Fiction/Non-fiction)</li> <li>Inference</li> <li>Assessment week</li> </ol> <p>4, 5, 6 and 7) SATs Prep – Focus on different question types/revision all skills</p>	<p>1- 2) SATs Prep – Focus on different question types/revision all skills</p> <p>Weeks 3 – SATs week</p> <ol style="list-style-type: none"> <li>Gist</li> <li>Themes</li> </ol>	<ol style="list-style-type: none"> <li>Recommend books / Reasoned justifications</li> <li>Makes comparisons within and across books</li> <li>4) and 5) Explain and discuss their understanding of what they have read, including through presentation and debates</li> <li>4 and 5) Figurative language (poetry) (Teach within English lessons)</li> </ol>	



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	8 Background knowledge		6) Figurative language (poetry)			
	Build in time as needed to review, revisit, revise.					
<p>Reading objectives covered in spelling sessions across the whole year: Applies their knowledge of root words, prefixes and suffixes to help them to read fluently and understand the meaning of new words.</p> <p>Reading objectives covered in English lessons: Able to read longer complex sentences using brackets dashes, semi-colons and colons accurately to help them and others to understand.</p>						
Class Book	<p>Fireweed – Jill Walsh The Silver Sword - I.Serraillier Goodnight Mr Tom – Michelle Magorian Once – Morris Gleitzman Carrie’s War – Nina Bawden When Hitler’s Stole Pink Rabbit – Judith Kerr The Star-Spun Web – Sinead O’ Hart</p> <p>Non-fiction books linked to Science/history/geography topics A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>	<p>Phoenix - SF Said Mortal Engines – Philip Reeve Clockwork – Phillip Pullman The Polar Express – Chris Van Allsburg Polar Bear Explorers’ Club – Alex Bell The Snow Merchant – Sam Gayton</p> <p>Non-fiction books linked to Science/history/geography topics A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>	<p>The Girl of Ink and Stars – Kiran Millwood Hargrave The Nowhere Emporium – Ross Mackenzie A Galaxy of her own – Libby Jackson Hidden Figures – Margot Lee Shetterly and Laura Freeman Counting on Katherine – Helaine Becker</p> <p>Non-fiction books linked to Science/history/geography topics A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>	<p>The Last Wild trilogy- Piers Torday Pax – Sara Pennypacker Wolf Brother – Michelle Paver The Hobbit – J.R.R Tolkien Skellig – David Almond Lion Boy – Zizou Corder</p> <p>Non-fiction books linked to Science/history/geography topics A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>	<p>A boy called Hope – Lara Williamson Holes – Louis Sachar Illegal – Eoin Colfer The Unforgotten Coat – Frank Cottrell Boyce A Monster Calls – Patrick Ness Oranges in No Man’s Land – Elizabeth Laird</p> <p>Non Non-fiction books linked to Science/history/geography topics A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>	