

Holy Cross Catholic School



English Long Term Plan Year 6 2020-2021

	Autumn 1 st 7 weeks	Autumn 2 nd 8 weeks			Spring 1 st 6 weeks	Spring 2 nd 5 weeks	Summer 1 st 7 weeks	Summer 2 nd 6 weeks				
Topic	Electricity	WW2			Earth and Space	Ancient Greece		Living Things				
	7 weeks	5 weeks	2 weeks	1 week	6 weeks	4 weeks	1 week	3 weeks	4 weeks	3 weeks	3 weeks	
Genre	Rags to Riches Tale		Finding Tale	Poetry	Warning story/Finding story	Tale of Fear		Fables		Poetry		
Form	<p>Narrative: Diary entry (to recount) Setting description</p> <p>Non-fiction: Informal letter (to persuade) Formal invitation (to persuade) Formal letters (to complain)</p>	<p>Narrative: Character (including dialogue) Story Prequel Rags to Riches Tale</p> <p>Non-fiction: Book Review</p>	<p>Narrative: Diary entry (to recount) Recount - retelling a scene</p> <p>Non-fiction: Letter (to recount) Non-chronological report (Historical – WW2)</p>	Nonsense Poetry	<p>Narrative: Recount – retelling a scene Diary entry (to recount) Character (including dialogue) Setting Atmosphere (to create suspense) Warning/Finding story</p> <p>Non-fiction: Formal letter (to complain) Non-chronological report (Science - Earth and Space)</p>	<p>Narrative: Diary (to recount) Character (including dialogue) Setting Atmosphere (to create suspense) Tale of fear (Ending)</p> <p>Non-fiction: Non-chronological report (Historical - Ancient Greece)</p>	<p>Narrative: Character (including dialogue) Setting Atmosphere (to create suspense) Tale of fear (Beginning)</p> <p>Non-fiction: Flyer (to persuade) Crime scene report (to recount)</p>	<p>Narrative: Fable</p> <p>Non-fiction: Non chronological report (Science - Animals) Instructions (linked to animals) Letter (to persuade)</p> <p>Revision of previous text types</p>	Narrative Poetry			
Texts	Blackberry Blue – Jamila Gavin		Rose Blanche – Ian McEwan	Jaberwocky – Lewis Carroll	The Giant’s Necklace – Michael Morpurgo	The Gulf – Geraldine McCaughrean	Alma – Video clip (Literacy shed)	Aesop’s fables (various) Atlas of Animal Adventures - Lucy Letherland		The Highwayman – Alfred Noyes		
Grammar focus	<p>Cohesive devices (Conjunctions)</p> <p>Subordinating clauses and commas</p> <p>Relative clauses, dashes, brackets and commas</p> <p>Synonyms/Antonyms</p> <p>Modal Verbs</p>	<p>Dialogue</p> <p>Cohesive devices (Adverbials)</p> <p>Noun Phrases</p> <p>Paragraphs</p> <p>Commas after fronted adverbials, lists,</p>	<p>Revision/application of all grammar taught in the autumn term.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to</p>	n/a	<p>Colons to introduce a list Semi colons within a list</p> <p>Question tags</p> <p>Use dashes to mark boundaries</p> <p>Layout devices</p> <p>Punctuating bullet points Cohesive devices (pronouns and synonyms)</p>	<p>Layout devices</p> <p>Punctuating bullet points</p> <p>Cohesive devices (conjunctions, adverbials, pronouns and synonyms)</p> <p>Using semicolons, colons or dashes to mark boundaries</p>	<p>Revision of areas of grammar based on ongoing assessments</p> <p>Verb tenses (passive/active)</p> <p>Modal verbs</p>	Consolidation and application of all grammar objectives based on ongoing assessments.				



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

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	<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 Bowden When Hitler’s Stole Pink Rabbit – Judith Kerr The Star-Spun Web – Sinead O’ Hart</p> <p>Non-fiction books linked to electricity 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 WW2 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 space/Ancient Greece 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 Living Things 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-fiction books linked to Living Things A range of poems from Pie Corbett’s Yr 6 Poetry Spine</p>