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Brackenwood Junior School

English

Long Term Plan

Year 6

2024-25

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| Autumn 1Grammarsaurus PVPG objectives 4-6 weeksApplication unit – Non-chronological report – Planets of the Solar SystemBegin to read Nowhere Emporium |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre |   |
| SpellingFocusTeaching | **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 – thymeW – qu **F** = gh, ph **W** – wh **S** – c – cell and race **S** – sc – science I before e | **Silent letters** **Mb** – lamb  **Bt** – doubtD – 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/ punctuationFocus Teaching |  | **Non-chronological report – Planets of the Solar System****Application unit** |

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| Autumn 2Text – The Nowhere Emporium by Ross Mackenzie (Lancashire recommended unit) |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre |  The Nowhere Emporium**Genre - Narrative** | Text – The Nowhere Emporium**Genre – Non-chronological report on magic (and magical items)** |
| SpellingFocusTeaching | **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 – thymeW – qu **F** = gh, ph **W** – wh **S** – c – cell and race **S** – sc – science I before e | **Silent letters** **Mb** – lamb  **Bt** – doubtD – 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/ punctuationFocus Teaching | **Year 6 Grammar** Passive voiceModal verbsDialogue to advance the actionRange of clauses and sentence lengths – prepositional phrases, fronted adverbialsSemi-colons, colons, hyphensParenthesis – brackets, dashes, commas**Greater depth**Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this (formal e.g. technical vocab, modal verbs unless contracted, subjunctive form, pronoun ‘one’ / informal e.g. question tags, speech, contractions, colloquial language, ellipsis)Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | **Genre Related Grammar - Narrative** **Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance the action)ProblemResolutionConclusion | **Year 6 Grammar** Adapt the sentence length and vocabulary to change and enhance the meaningColons and semi-colonsHyphenated wordsExpanded noun phrases, adverbs and prepositions to convey complicated information conciselyRelative clauses**Greater depth**Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve thisSubjunctive form e.g. Many suggest that…. | **Genre Related Grammar – Non-chronological report****Language Features:**Information in non-chron orderFactual informationThird personPresent tenseTechnical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsPictures with caption |

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| **Spring 1****Text – 1000 Year Old Boy by Ross Welford** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | Text - 1000 Year Old Boy by Ross Welford**Genre – Persuasive advert (object that provides immortality)** | Text - 1000 Year Old Boy by Ross Welford**Genre – Narrative (alternate ending)** |
| SpellingFocusTeaching | **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/punctuationFocus Teaching | **Year 6 Grammar** Conjunction, prepositions and adverbsSynonymsParenthesisModal verbsBrackets, dashes, commas for clarityHyphenated words**Greater depth**Subjunctive form (formality)Distinguish between the language of speech and writing and choose the appropriate registerUse the range of punctuation taught so far (semi-colons, colons, dashes, hyphens) | **Genre Related Grammar - Narrative** **Language Features:**Present tenseFirst personPersuasive devicesPersuasive openers**Structural Features:** PicturesTitle/brandBoxes with information | **Year 6 Grammar** Passive voiceModal verbsDialogue to advance the actionRange of clauses and sentence lengths – prepositional phrases, fronted adverbialsSemi-colons, colons, hyphensParenthesis – brackets, dashes, commas**Greater depth**Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this (formal e.g. technical vocab, modal verbs unless contracted, subjunctive form, pronoun ‘one’ / informal e.g. question tags, speech, contractions, colloquial language, ellipsis)Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | **Genre Related Grammar - Narrative** **Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance the action)ProblemResolutionConclusion |

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| Spring 2Victorians History topicThe Final Year by Matt Goodfellow |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | Victorians – Style Mill**Genre - Balanced argument – Should children be allowed to work?** | Text – The Final Year**Genre – Diary entry** |
| SpellingFocusTeaching | **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 patQuad TerrTri Uni Aqua CentCircum FormLiber bi | **Greek Etymology** Pan PathPhobia PhotoPoly teleAero BiblCycl DecMega thermhomo | **3+4 spelling test review** HomophonesHomonymsHomographsHyphen |
| Grammar/ punctuationFocus Teaching | **Year 6 Grammar**Conjunctions, prepositions and adverbsPassive voiceModal verbsBrackets, dashes, commas for clarityHyphenated words**Greater depth**All Year 6 punctuation correctWrite effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | **Genre Related Grammar – Setting description****Language Features**Present tenseRhetorical questionsRefer to groups of people e.g. Scientists suggest…Formal, impersonal styleLogical conjunctions e.g. therefore, consequently**Structural Features**QuestionIntroductionArguments forArguments againstConclusion  | **Year 6 Grammar**Modal verbsConjunctions, adverbs, prepositionsPronounsSynonymsRange of punctuation – semi-colons, colons, hyphens**Greater depth**Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this | **Genre Related Grammar - Diary****Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s POVEmotions and feelingsInformal voice (I reckon…)**Structural Features:**DateGreeting (Dear diary…)IntroductionMain bodyConclusionSign-off |

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| Summer 1Text – Murder in Velvet by Sarah Wynne |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | **Genre – Non-chron – Life in Britain during WW2** | Text – Murder in Velvet by Sarah Wynne**Genre - Narrative** |
| SpellingFocusTeaching | **Noun Suffixes**nessMent ship Sion, Tion, Cian, Ssion | **Noun Suffixes**AgeSure and ture | **Adjective Suffixes**Able ably/ ible iblyic Ful/lesstious and cious | **Adjective Suffixes**Ish Ivey ous, eous, ious cial /tial  | **Verb Suffixes**Ice/ise AteEn Ify**Adverb Suffixes**ly |
| Grammar/ punctuationFocus Teaching | **Year 6 Grammar** Adapt the sentence length and vocabulary to change and enhance the meaningColons and semi-colonsHyphenated wordsExpanded noun phrases, adverbs and prepositions to convey complicated information conciselyRelative clauses**Greater depth**Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve thisSubjunctive form e.g. Many suggest that…. | **Genre Related Grammar – Non-chronological report****Language Features:**Information in non-chron orderFactual informationThird personPresent tenseTechnical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsPictures with caption | **Year 6 Grammar** Passive voiceModal verbsDialogue to advance the actionRange of clauses and sentence lengths – prepositional phrases, fronted adverbialsSemi-colons, colons, hyphensParenthesis – brackets, dashes, commas**Greater depth**Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this (formal e.g. technical vocab, modal verbs unless contracted, subjunctive form, pronoun ‘one’ / informal e.g. question tags, speech, contractions, colloquial language, ellipsis)Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | **Genre Related Grammar - Narrative** **Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance the action)ProblemResolutionConclusion |

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| Summer 2Text - The Fight that makes us by Sarah Hagger-Holt |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | Text – The Fight That Makes Use**Genre - Diary** | Text – The Fight That Makes Us**Genre - Newspaper** |
| SpellingFocusTeaching | **Spelling test 5+6 words**Nouns - Al metal/Il pencilLe apple/El camel Ol  | **Prefixes**Co, Dis ExMis Re  | **Prefixes**Im In Ill Ir De  | **Prefixes**InterIntramicro ForeUn  | **Prefixes**Post pre SubSuperTrans Anti | **Combining Prefixes**com, con Auto audiunderOut Over<https://www.myenglishteacher.eu/blog/prefixes-suffixes-list/>**Noun Suffixes**Ent ency/ant ancy DomEr,ar and or Istity  |
| Grammar/ punctuationFocus Teaching | **Year 6 Grammar**Modal verbsConjunctions, adverbs, prepositionsPronounsSynonymsRange of punctuation – semi-colons, colons, hyphens**Greater depth**Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this | **Genre Related Grammar - Diary****Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s POVEmotions and feelingsInformal voice (I reckon…)**Structural Features:**DateGreeting (Dear diary…)IntroductionMain bodyConclusionSign-off | **Year 6 Grammar** Conjunction, prepositions and adverbsPassive voiceModal verbsBrackets, dashes, commas for clarityHyphenated words**Greater depth**Subjunctive form (formality)Distinguish between the language of speech and writing and choose the appropriate register | **Grammar -Newspaper****Language Features:**Third personPast tenseDialogueTime adverbialsChronological order**Structural Features:**HeadlineBy-lineOrientation – 5WsMain bodyReorientationPicture with caption |