

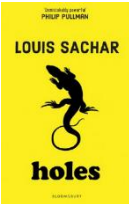


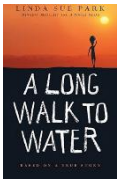


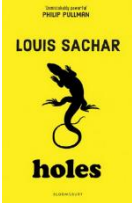



LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 6

Term	Autumn			Spring			Summer		
	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills
Writing	<p><u>The Island</u> <u>Armin Greder</u></p>  <p>Culture</p>	<p><u>Poetry</u></p> <p>Discuss and create 3 different poems types Haiku, Cinque and Tanka</p> <p>Create a poem about the Island in all three styles and publish them for display</p> <p><u>Diary Entry</u></p> <p>Create a pen portrait of the characters and understand their viewpoints</p> <p>Create a diary /internal monologue using emotive language</p>	<p>Consider organisational and presentational devices to structure the text (Year 6)</p> <p>The use of expanded noun phrases to convey complicated information concisely (Year 5/6)</p> <p>Propose charges to vocabulary, grammar and punctuation to enhance effect and clarify meaning</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence (yr5 target)</p> <p>Use of paragraphs to organise themes (Year 4)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing (Year 5/6)</p> <p>Use relative clauses (who, which, where, when, that) (year 5)</p> <p>Proof-read for spelling and punctuation errors.</p>	 <p><u>Macbeth</u> <u>Andrew Matthews</u> <u>and Tony Ross</u></p>	<p><u>Poetry</u></p> <p>Looking at the poem within Macbeth and understanding the repeating/ rhyming and rhythm pattern.</p> <p>Creating a poem that is similar to that of the Shakespeare version.</p> <p><u>Instruction writing</u></p> <p>Create a set of instructions using a format that is seen in various examples</p> <p><u>Persuasive letter</u></p> <p>Writing a persuasive letter that conveys the</p>	<p>Use of commas to clarify meaning or avoid ambiguity (year 5)</p> <p>Propose changes o vocabulary, grammar and punctuation to enhance effects (year 6)</p> <p>Noun and prepositional phrases. (year 4)</p> <p>Punctuation of bullet points to list information (year 6)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists (year 6)</p> <p>Use of parenthesis in the form of brackets, commas and dashes (year 5)</p> <p>Linking paragraphs using adverbials such time, place and manor (year 5)</p> <p>Use of passive to affect the presentation of information in a sentence. (year 6)</p> <p>The difference between structures of informal speech (e.g. question tags) and structures appropriate for formal speech and writing (year 6)</p> <p>Assured and conscious control over levels of formality(year 6)</p>	<p><u>Holes</u> <u>Louis Sachar</u></p> 	<p><u>Non-Chronological reports</u></p> <p>Creating an information text that uses a variety of text styles such as dairy and information text. Published</p> <p><u>Letters home</u></p> <p>Writing a letter home bending the truth</p>	<p>Consider organisational and presentational devices to structure the text (Year 6)</p> <p>Punctuation of bullet points to list information (year 6)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists (year 5)</p> <p>Assured and conscious control over levels of formality (year 6)</p> <p>Indicating degree of possibilities (year 5)</p> <p>Passive voice (year 6)</p> <p>Understanding the difference between formal and informal speech 9year 6)</p>




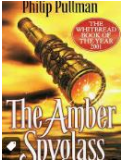



LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 6

					character's viewpoint. Use of emotive language, rhetorical questions and hyperbole	Viewpoint is consistently maintained – viewpoint of the character (year 4)			
	<p><u>Long Walk to Water</u> <u>Linda Sue Parks</u></p>  <p><u>Capital Culture</u></p>	<p><u>Narrative</u></p> <p>Write a character and setting description narrative using expanded noun phrases, short sentences to create an atmosphere change.</p> <p><u>Discussion text</u></p> <p>Create a discussion on the subject of a choice that the character has to make and consider both sides of the argument</p>	<p>Use dialogue to convey character and advance action (year 6)</p> <p>Use inverted commas and other punctuation to indicate direct speech (yr4)</p> <p>Use of the appropriate register, including colloquial language within dialogue (year 6)</p> <p>Expanded noun phrases and prepositional phrases (yr4)</p> <p>Assured level of control around levels of formality (year6)</p> <p>Devices to build cohesion within a paragraph (Firstly, then) (year 5)</p> <p>Link ideas across paragraphs (year5)</p> <p>Indicating degrees of possibility using adverbs (year 5)</p> <p>Write using the subjunctive mood (Year 6)</p>	<p><u>Greek Myths</u> <u>Theseus</u> <u>And the Minotaur</u></p> 	<p><u>Setting description</u></p> <p>Set a scene for the reader- clear language to convey setting and the atmosphere,</p> <p><u>Character Description</u></p> <p>Create a character description that gives the reader a clear impression of the character's appearance, thoughts and emotions</p> <p><u>Narrative</u></p> <p>Create a character description, a setting description – creating a version of the Greek Myth.</p>	<p>Using expanded noun phrases to convey information concisely (year 5)</p> <p>Convert nouns or adjectives into verbs by using ise and ify (year 5)</p> <p>Use relative clauses (year 5)</p> <p>Use expanded noun phrases to convey complicated information concisely (year 6)</p> <p>Use semi-colons, colons to mark boundary between clauses (year 6)</p> <p>Assessing the effectiveness of their own writing and prosing changes to vocabulary and punctuation to enhance effects and clarify meaning (year 6)</p> <p>Link paragraphs using a wide range of cohesive (year 6)</p>			
	<p><u>1914 Sainsburys Christmas Advert</u></p> 	<p>Letter home from the trenches</p>	<p>Apostrophes to mark where letters are missing in spelling (year 2)</p> <p>Use model verbs (year 5)</p> <p>Use Expanded noun phases correctly punctuated (year 4)</p> <p>Assured and conscious levels of formality (year 6)</p> <p>Use of the appropriate register, including colloquial language within dialogue (year 6)</p>	<p><u>Holes</u> <u>Louis Sachar</u></p> 	<p><u>Flashback</u></p> <p>Creating a flashback using setting description</p>	<p>Expressing time, place and using conjunctions (year 3)</p> <p>Using expanded noun phrases to convey information concisely</p> <p>Assured and conscious levels of formality (year 6)</p> <p>Intergrade dialogue to convey character and advance action (year 6)</p>	<p><u>Mockumentry Film</u> <u>The Majestic Plastic Bag</u> <u>Jeremy Konner</u></p> 	<p><u>Voice over and filmmaking</u></p> <p>Creating a transcript for a voiceover for their own mockumentary about a plastic bag</p>	<p>Use the full range of punctuation taught in key stage 2 (year 6)</p> <p>To use question tags (Year 6)</p> <p>To use the passive voice (year 6)</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (Year 6)</p>

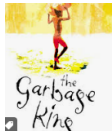
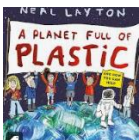


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				Use of semi-colon, colon and dashes 9year 6)			To use the correct level of formality (Year 6)
	Guided reading Text	Key Skills	Guided Reading Text	Key Skills	Guided Reading text	Key skills	
Guided Reading	<u>The Sea (Poem)</u> <u>James reeves</u>	<u>Reading focus</u> Discuss an author’s use of figurative language and the image that the reader gains from this Identify how vocabulary choice creates a desired effect in a piece of writing	<u>The Witches</u> <u>Roald Dahl</u> 	<u>Reading focus</u> Express preference for a genre Engage in a dialogue about text	SATS		
	<u>The little Boat (video)</u> <u>Nelson Boles</u> 	<u>Reading focus</u> Record the key details /points from narrative Understanding the feelings thoughts and motives of characters Find evidence within a text.	Greek Myths	<u>Reading focus</u> Discuss how the author indicates different levels of formality in a text Discuss ingredients that create a desired effect, eg short sentences and ellipsis	<u>All the things that could go wrong</u> <u>Stewart Foster</u> 	<u>Reading Focus</u> Express the vocabulary choices that the author has made and what the effect of those choices are Discuss and record evidence from the text about the characters and their motives (from year 5)	
	Flood comprehension	<u>Reading focus</u> Discuss the role of structural and presentational devices in a non-fiction text. Record key points from a non-fiction texts. Discuss the role of structural and presentational devices in a non-fiction	SATS		New Beginnings Tony Walsh https://www.bbc.co.uk/teach/class-clips-video/english-ks2-new-beginnings-by-tony-walsh/zddmbdm	<u>Reading Focus</u> Engage in dialogue about the text Discuss the structure of the text Discuss the level of formality of the text Record a written response about the text using evidence to support ideas.	
	<u>Amber Spyglass</u> <u>Philip Pullman</u> 	<u>Reading focus</u> Discuss the ingredients that creates a desired effect Discuss how the author indicates different levels of formality Record the key/points from a narrative	SATS		<u>Crater Lake</u> <u>Jennifer Kellick</u> 	<u>Reading Focus</u> Discuss the authors use of figurative language and the image that it creates Discuss what ingredient the author has used to create the desired effect.	



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	<u>The Garbage</u> <u>Elizabeth Laird</u> 	<u>Reading focus</u> Discuss the formality of the text Discuss the ingredients that	SATS		<u>The world is made of plastic</u> <u>Neal Layton</u> 	<u>Reading Focus</u> Discuss the structure of the non-fiction text Challenge the ideas that the book discusses Record key information and summarise the main points
			SATs			
Spelling No Nonsense planning linked to the spelling frame spelling rules	Spelling rule 41 and 42 – iby and ably Spelling rule 43 – fer Spelling rule 44 – Using a hyphen Suffix ate , ise and ify Proof reading for errors Spelling rule 53 Year 5/6 words (a to av)	Spelling rules 48 – Homophones (ce/se) Homophones dictation Spelling Rule 37 - Cious /Tious Spelling rule 4 and 6 (y2) - Prefix dis, de mis ,over and re Spelling rule 47 – silent letters Using a dictionary Spelling rule 55 - Year 5/6 words (conv- en)	Spelling rule 46 – ough letter string Spelling Rules – prefix and suffix Spelling Rule 38 – cial tial Spelling rule 56 - Year 5/6 words (eq to f) Morphology of prefix and suffix – root words	Spelling rule 49 - Homophones Proofreading Spelling rules prefix and suffixs means Other revision for SATS	Spelling rule –rare GPC from statutory word list Spelling rule 39 – ance and ency Root words and their meaning Proof-reading Spelling rule 24(y3/4) – homophones Spelling rule- 40 -ent, ence and ancy	Spelling rules – Dictation homophones Year 5 /6 spelling lists
SPAG discreet teaching	Noun Phrases Model verbs and the subjective mood Relative clauses Using commas in clauses Synonym and antonym Prepositions Passive and active voice Parenthesis – brackets, dashes and commas	Pronouns and possessive pronouns Adverbs that are not ly Colons in lists Subordinating conjunctions and clauses Using semi-colons, colons and dashes Direct and reported speech Formal and informal speech	Synonym and antonym Model verbs Hyphens to avoid ambiguity Co-ordinating conjunctions	Subject and object Bullet points Past and present perfect verbs Layout devices		
Handwriting	First six weeks ensure that the children can form the following letters in this order: Week 1 – L and I Week 2 – u and t Week 3 – y and j Week 4 – n and m	Week 1 – k and r Week 2- c and a Week 3- d and e Week 4 – s and g	Start with an assessment of all children’s writing to highlight any weak areas Week 1- Letter f Week 2 – Letter q Week 3 Letter o Week 4 – letter z and V	Creating letter strings of six letters Practising joining days of the week, months of the year Ensure that the children are confident and set up interventions		



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	<p>Week 5 –h and k Week 6 –b and p</p> <p>Week 7 – review children’s independence forming the 12 letters together in different nonsense words</p> <p>Every lesson should start with a warm up And how to hold a pen. They should have opportunity to drawn different shapes and patterns as well as focusing on the given letters.</p>		<p>Week 5 – letter w and x</p>	<p>for children who need additional support.</p>		
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