



# Medlar-with-Wesham C of E Primary School



## English Long term plan

*"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."*

### Year 6 (Shark Class)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus Books (Reading Lesson)</b>	<ul style="list-style-type: none"> <li>• Rooftoppers</li> </ul>	<ul style="list-style-type: none"> <li>• Pig heart boy</li> <li>• How to live forever</li> </ul>	<ul style="list-style-type: none"> <li>• Skellig</li> <li>• All aboard the Empire Windrush</li> </ul>	<ul style="list-style-type: none"> <li>• The Island</li> </ul>	<ul style="list-style-type: none"> <li>• Dare to be you.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Dickens- Oliver Twist</li> </ul>
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• Maintain positive attitudes to reading and understanding of what they read by:</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing *This is also addressed in CUSP Writing</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart *This is also addressed in the CUSP Writing curriculum in Shakespeare's Sonnets</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience *This is also addressed in the CUSP Writing curriculum in the Playscripts units</li> <li>• Understand what they read by:</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Pupils should be taught to:</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion *This is explored implicitly in all units</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>					



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<p><b>Writing Genre</b></p>	<ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Discursive writing and speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Explanatory Texts</li> <li>• First Person stories with a moral</li> </ul>	<ul style="list-style-type: none"> <li>• Poems that create images and explore vocabulary</li> <li>• Extended third person narrative</li> </ul>	<ul style="list-style-type: none"> <li>• News reports</li> <li>• Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• Discursive Writing and speeches</li> <li>• Poems that create images and explore vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• News reports</li> <li>• Shakespeare's Sonnets</li> </ul>
<p><b>Writing Objectives</b></p>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofreading for spelling and punctuation errors</li> </ul>					



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	<ul style="list-style-type: none"><li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• Using passive verbs to affect the presentation of information in a sentence</li><li>• Using expanded noun phrases to convey complicated information concisely</li><li>• Using modal verbs or adverbs to indicate degrees of possibility</li><li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>• Using commas to clarify meaning or avoid ambiguity in writing</li><li>• Using hyphens to avoid ambiguity</li><li>• Using brackets, dashes or commas to indicate parenthesis</li></ul>	<ul style="list-style-type: none"><li>• Proofreading for spelling and punctuation errors</li><li>• Using the perfect form of verbs to mark relationships of time and cause</li><li>• Using expanded noun phrases to convey complicated information concisely</li><li>• Using modal verbs or adverbs to indicate degrees of possibility</li><li>• Using commas to clarify meaning or avoid ambiguity in writing</li><li>• Using hyphens to avoid ambiguity</li><li>• Using brackets, dashes or commas to indicate parenthesis</li><li>• Using semicolons, colons or dashes to mark boundaries between independent clauses</li><li>• Adopt and sustain the appropriate perspective</li><li>• Demarcating dialogue</li></ul>	<ul style="list-style-type: none"><li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• Using passive verbs to affect the presentation of information in a sentence</li><li>• Using the perfect form of verbs to mark relationships of time and cause</li><li>• Using expanded noun phrases to convey complicated information concisely</li><li>• Using modal verbs or adverbs to indicate degrees of possibility</li><li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>• Using commas to clarify meaning or avoid ambiguity in writing</li><li>• Using hyphens to avoid ambiguity</li><li>• Using brackets, dashes or commas to indicate parenthesis</li><li>• Adopt and sustain the appropriate perspective</li><li>• Demarcating dialogue</li></ul>
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