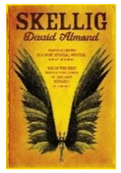
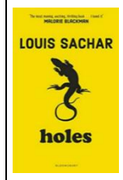
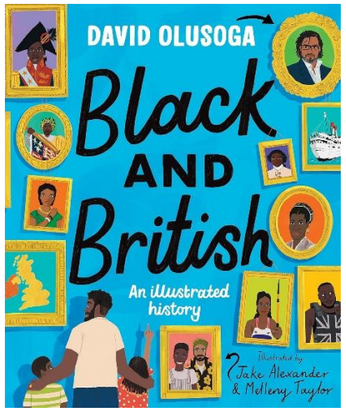
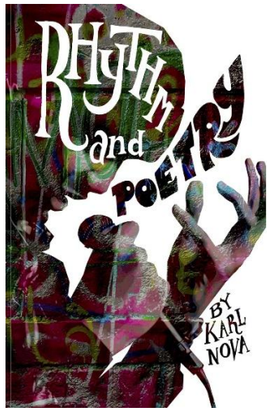
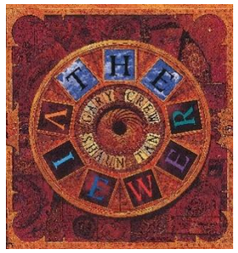
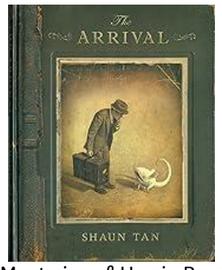
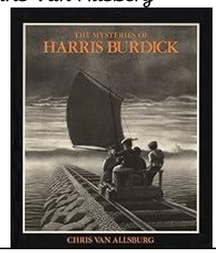
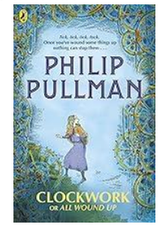
Year 6 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Industrial Revolution Forces	Rivers and Coasts Living Things	Ancient Greeks Animals including Humans	Natural Resources Light	Migration Electricity	Trade and Economic Activity Evolution and Inheritance
Whole Class Reading Texts		Street Child – Berlie Doherty 	Skellig – David Almond 	Percy Jackson and the Lightning Thief – Rick Riordan 	Holes – Louis Sachar 	Malamander 	The Final Year 
Key texts/writing stimulus		Biography - Black and British: an illustrated history for young readers – David Olusoga 	Poetry – 2 Weeks Rhythm and Poetry – Karl Nova 	Lightfall – Tim Probert 	The Viewer – Gareth Crewe and Shaun Tan 	The Arrival – Shaun Tan  The Mysteries of Harris Burdick – Chris Van Allsberg 	Clockwork or All Wound Up – Philip Pullman 

Stages of Writing						
	Writing Skills			**Flourishing Writers**		
	1. Engage with a stimulus, identify the key features / grammatical elements of texts / use of language & vocabulary. Focus on outcome for the week.	2. Analyse and breakdown grammatical concepts	3. Draft and apply grammatical understanding using clear modelled examples, building on understanding through clear scaffolding.	4. Compose written outcome within Flourishing Writers books, focusing on genre and inclusion of grammatical features.	5. Utilising success criteria, work is edited using purple pen to address any misconceptions in sentence structure and use of vocabulary, whilst up levelling.	

	Year 6	**Ongoing objectives across the year:** Plan writing: • identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their own • noting and developing initial ideas using chosen planning frames, and drawing on reading and research Draft and write: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit:

Year 6 English LTP

		• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors					
	Year 6	**Composition:** • In narratives, describe settings and characters • (Y3/4/5) Revisit devices to build cohesion within a paragraph • (Y3/4/5) Use paragraphs to organise ideas • (Y5) Revisit linking ideas across paragraphs using adverbials • Further develop vocabulary choices by understanding how words are related by meanings of synonyms and antonyms • Further develop vocabulary choices to convey specific information • Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points)	**Composition:** • In narratives, build atmosphere • (Y5) Revisit integrating dialogue to convey character • Select cohesive devices to link paragraphs • Use ellipsis to link ideas across paragraphs -for effect Precis longer passages • Select verb forms appropriate to text conventions including passive to affect the presentation of information in a sentence • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Continue to develop vocabulary choices by understanding how words are related by meanings of synonyms • Understand the difference between structures typical of informal speech and appropriate for formal speech and writing • Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points)	**Composition:** • In narratives, continue to integrate description of settings and characters • In narrative, focus on how to build atmosphere • Distinguishing between the language of speech and writing and choosing the appropriate register for selected text form • Choose organisational and presentational devices to structure text and to guide the reader/ speaker • Continue to ensure correct subject and verb agreement when using singular and plural • Select appropriate cohesive devices to link ideas across paragraphs including ellipsis and referencing back to previous points • Ensure consistency of selected tense(s) is maintained • Assess the effectiveness of own and others' writing reference to plan	**Composition:** • In narratives, describe settings, characters and atmosphere • Select similar writing as models for their own • Continue to integrate dialogue to convey character and advance the action • Continue to understand the difference between registers of informal speech and writing • Select between different structures for informal speech and structures appropriate for narrative writing • Select appropriate cohesive devices to link ideas across paragraphs, including use of ellipsis to link ideas across paragraphs -for effect • Draw on reading and research for individual compositions • Choose further organisational and presentational devices to structure text and to guide the reader through the information (e.g. headings, bullet points, underlining) • Ensure consistency of selected tense(s) is maintained • Further develop assessing the effectiveness of own and others' writing reference to plan	**Composition:** • Make independent choices about how to engage the reader and demonstrate appropriate text conventions • Further develop narratives, integrate description of settings and characters and build atmosphere • Further integrate dialogue to convey character and advance the action • Develop independent writing through peer and individual evaluation • Make appropriate edits based on evaluation for effect • Draw on reading and research to inform content and layout of composition(s) • Choose organisational and devices to guide the reader through the composition • Select appropriate cohesive devices to link ideas within and across paragraphs	**Composition:** • Make independent choices about content, organisation and layout in order to demonstrate awareness of reader • Draw on similar writing as models for non-narrative structure and organisation • Select appropriate features and conventions for instructional text • Use researched information to provide the core content • Continue to select appropriate cohesive devices to link ideas within and across paragraphs • Make appropriate edits based on evaluation for impact on reader • Make independent choices about content, organisation and layout in order to demonstrate awareness of reader • Develop narrative recount through first-person monologue, and inclusion of setting and character and atmosphere, as appropriate to the composition
	Year 6 **New learning** **Recap/refine**	**Grammar & punctuation:** • (Y3/4/5) Use a range of sentence structures including complex sentences built from subordination • (Y5) Revisit use of commas to clarify meaning or avoid ambiguity	**Grammar & punctuation:** • Continue to use a range of sentence structures to achieve desired effect • Use of commas to clarify meaning • Introduce ellipsis to link ideas across paragraphs	**Grammar & punctuation:** • Introduce use of passive to affect the presentation of information in a sentence • Introduce use of the semi-colon, colon and dash to mark the boundary between independent clauses	**Grammar & punctuation:** • Choose appropriate punctuation from KS2 to support coherence of text • (Y5) Revisit using relative clauses with a relative pronoun or implied relative pronoun	**Grammar & punctuation:** • Vary verb forms • Introduce use of the subjunctive form • Select grammar and vocabulary to convey meaning and reflect what the writing requires for the	**Grammar & punctuation:** • Select own grammar and vocabulary choices based on learning from across KS2 • Select grammar, including tense, appropriate for level of formality and reader

Year 6 English LTP

		• (Y5) Revisit parenthesis by selecting the use of brackets, dashes or commas • (Y5) Revisit selecting modal verbs and adverbs to indicate degrees of possibility	• Introduce colon to introduce a list and use of semi-colons within lists • Select punctuation to mark parenthesis depending on formality of writing • Use of the colon to introduce a list and use of semi-colons within lists • Develop sentence structures to achieve desired effect • Select verb forms appropriate to narrative and ensure consistency • Introduce the use of passive verbs to affect the presentation of information • (Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination	• Introduce how hyphens can be used to avoid ambiguity • Continue to select the most appropriate punctuation to mark parenthesis depending on writing form • (Y5) Revisit using commas to clarify meaning or avoid ambiguity • Continue to select a range of sentence structures to achieve desired effect • (Y5) Revisit using the perfect form of verbs	• Select modal verbs and adverbs to indicate degrees of possibility • Further develop selection and use a range of sentence structures (to achieve desired effect, including to build tension • (Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination • (Y5) Revisit integrating dialogue to advance the action • Select the most appropriate punctuation to mark parenthesis (brackets, dashes, commas)	defined formality and register (link to purpose and audience) • Ensure consistency of selected tense(s) is maintained • Select varied verb forms, including use of perfect form, subjunctive form, passive and modals • Select punctuation from KS2 to support coherence and demarcate multiclause sentence structures, including use of semi-colons, colons and punctuation to mark parenthesis	• Select punctuation to support coherence and demarcate multiclause sentence structures • Vary sentence structures and select range of structures developed across KS2 • Ensure tense is consistently maintained across whole composition

Rainbow Grammar

Coordinate 4 predicates in a double see-saw pattern

Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled him with dread and despair.

Use a linking adverb after a semi colon

The boy was overcome with dread; still, he inched through the darkness.

Use indirect (reported) speech

The boy said that he was terrified throughout his adventure.

Use ellipsis to denote speech that trails away

"We can make it if we just..." the boy wheezed in exhaustion.

Use a dash to denote speech that is interrupted

"There's nobody in th-" the boy started.

Use the subjunctive mood with the subordinating conjunctions *if, as if* and *if only*

If he were brave for just a little longer, the boy could defeat this evil.

The boy stepped into the darkness as if he were a fearless adventurer.

Begin a sentence with 3 adverbial clauses

Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door.

Begin a non-finite clause, with a noun or noun phrase

His heart pounding in his chest, the boy stepped into the house.

The boy stepped into the house, his heart pounding in his chest.

Coordinate 3 non-finite clauses

The boy crept through the room, sweeping his torch into corners, shining it into dark places and chasing away the shadows.

Slithering under doors, snaking across empty rooms, pooling in shadows, mist filled the house.

Coordinate 4 non-finite clauses in a double see-saw pattern

The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners.

Distinguish between non-essential from non-essential relative clauses using commas

The rats that scrabbled about on the table gnawed at rotting food.
The rats, which scrabbled about on the table, gnawed at rotting food.

The boy pushed open the rusty door that led to the cellar.
The boy pushed open the rusty door, which led to the cellar.

Omit *who, that* or *which* at the start of a relative clause

The door ~~that~~ the boy pushed open creaked upon rusty hinges.

An icy draught howled through the door ~~which~~ the boy had opened.

Coordinate 3 relative clauses

The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.

Coordinate 3 appositives, separating with commas

The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house.

Combine an appositive with a relative clause

Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness.

The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols.

Combine an appositive with a non-finite clause

The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below.

The earth was soaked by incessant rain, a raging torrent filled with hate and fury.

Use a hyphen to avoid ambiguity

A child-eating monster lurked in the cellar.

Use semi-colons in a complex list

The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes.

Use semi-colons in a bulleted list

The boy carried:
•a torch;
•a lantern;
•his packed lunch.

Use a colon to illustrate or expand

The boy couldn't decide what to do: open the cellar door or flee like the wind.

Year 6 English LTP

Know and use a range of the following quantifying determiners

all another any both each either enough every few fewer fewest least less little many more most much neither no other several some

Use adjectives of origin
local distant French Saxon

Use adjective phrases
a **dimly lit** room
the **beautifully painted** vase
this **jade-winged** dragon
our **six-page** leaflet

Use nominalisation to create formality
argue > argument
decide > decision
remove > removal
total > totality

Know and use a range of indefinite pronouns
another both enough less more nobody nothing plenty others several someone

Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)
active Jim **chased** a bee around the room.
passive The bee **was chased** around the room.

Form passive verbs, using the form: to be + -ed
was watched were carried
are broken is caught

Use phrasal verbs (verb + preposition or adverb) in informal, but not formal, writing
informal get up ask for go in
formal rise request enter

Use the subjunctive mood in formal writing
If I **were** rich, I'd buy a gold-plated bicycle.
Max ordered Jim around as if he **were** the king.

Know and apply the royal order of adverbials: how > where > when
Jim leisurely strolled around the park on Saturday morning.
how leisurely
where around the park
when on Tuesday evening

Know and use the following linking adverbs
above all consequently
in contrast instead
nevertheless nonetheless
otherwise subsequently

Know and use the following coordinating conjunctions
nor

Know and use the following subordinating conjunctions
as if as long as as much as
if only in case provided that
since