

	Y6 Long term English Planning
Text Structure	<p>Fiction: To entertain</p> <p>Expected:</p> <ol style="list-style-type: none"> 1. Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid 2. Include: suspense, cliff hangers, flashbacks, time slips 3. Paragraphs - secure use of cohesive devices: connecting phrases, synonyms, pronouns 4. Start the story at any point of the 5 part structure (see Y5) 5. Secure development of characterisation <p>Non-fiction: To inform, To persuade, To discuss</p> <p>Expected:</p> <ol style="list-style-type: none"> 1. Independent use of a range of planning tools 2. Use a variety of text layouts appropriate to purpose 3. Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions 4. Paragraphs - secure use of cohesive devices: connecting phrases, synonyms, pronouns <p>All text types:</p> <ol style="list-style-type: none"> 5. The consistent viewpoint across the text 6. Consistent and varied use of verb forms 7. Use different techniques to conclude texts <p>Introduce:</p> <ol style="list-style-type: none"> 8. Cohesive devices: <ul style="list-style-type: none"> • Semantic cohesion – repeated word or phrase • Adverbials – on the other hand, as a consequence • Elision layout devices – headings, bullets, tables 9. Use of formal / informal styles appropriate to the writing
Sentence Construction	<p>Expected:</p> <ol style="list-style-type: none"> 1. Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect 2. Moving sentence chunks around for different effects – experiment and make deliberate choices. 3. Elaborate fronted adverbial phrases <ul style="list-style-type: none"> • Beyond the dark gloom of the cave,... 4. Compound and complex sentences - using a range of coordinating and subordinating conjunctions 5. 'ing' clauses as sentence starters; expanded 'ed' clauses as starters: <ul style="list-style-type: none"> • Sighing as he looked at his books, the boy began his homework. • Encouraged by the bright light, Jane set off for her early morning walk. 6. Drop in 'ing' clause; drop in 'ed' clause: <ul style="list-style-type: none"> • Jane, laughing at the teacher, fell from her chair. • Poor Tim, exhausted by so much effort, raced home. 7. Complex sentences using relative clauses <ul style="list-style-type: none"> • The girl, whose hair was jet black, raced through the street. 8. Sentence of 3 for action: <ul style="list-style-type: none"> • Sam rushed down the road, jumped on the bus and sank into the chair. 9. Expanded noun phrases to convey complicated information concisely 10. Expanded dialogue – use speech + verb + action <ul style="list-style-type: none"> • "Stop!" he shouted, picking up a stick and racing after the thief. 11. Use a range of verb forms including modals for degrees of possibility: might, will, could <p>New expected content for Year 6:</p> <ol style="list-style-type: none"> 12. Use of the semi-colon, colon and dash to mark the boundary between independent clauses 13. Use active and passive verb constructions 14. Use of the subjunctive form in very formal writing: If I were... Were they to come in... 15. Developed use of rhetorical questions for persuasion

Word – language	<ol style="list-style-type: none"> 1. Prepositions: at, underneath, since, towards 2. Conditionals: could, should, would 3. Adverbs for description: The snow fell gently 4. Adverbs for information: Lift the pot carefully 5. Powerful verbs: stare, tremble, slither 6. Developed technical or deliberately chosen vocabulary to describe 7. Proper nouns – define 8. Plural and possessive s – the grammatical difference 9. Suffixes and prefixes 10. Verb prefixes: dis-, de-, re-, over-, mis- 11. Converting nouns / adjectives into verbs: -ate, -ise, -ify 12. Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats 13. Metaphor 14. Personification 15. Use of empty words for suspense New expected content for Year 6: 16. Synonyms and antonyms 17. Vocabulary for informal speech vs formal speech e.g find vs discover, go in vs enter 	
Handwriting	Expected: <ol style="list-style-type: none"> 1. Maintain legibility in joined handwriting, when writing at speed. 2. Use cursive script. 	
Spelling	Expected: <ol style="list-style-type: none"> 1. Application of taught spelling rules from Spelling Appendix 1. 2. Use of a range of techniques to proof read and check spellings 3. Spell correctly most words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks 	
Punctuation	Expected: <ol style="list-style-type: none"> 1. Capital Letters: <i>all uses</i> 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 11. Apostrophes for possession (singular) 12. Colon to introduce a list 	<ol style="list-style-type: none"> 13. Ellipses 14. Commas to mark clauses 15. Full punctuation for direct speech 16. Apostrophes for plural possession 17. Dashes 18. Brackets / dashes / commas for parenthesis 19. Clear use of commas to avoid ambiguity Introduce 20. Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses 21. Hyphens to avoid ambiguity 22. Punctuation of bullet points
terminology	YR: <ol style="list-style-type: none"> 1. Finger spaces 2. Letter 3. Word 4. Sentence: statement, question, command, exclamation 5. Full stops 6. Capital letter Y1 <ol style="list-style-type: none"> 7. Punctuation 8. Question mark 9. Exclamation mark 10. Speech bubble 11. Bullet points 	Y3 <ol style="list-style-type: none"> 34. Prefix 35. Imperative verb 36. Conjunction – coordinating / subordinating 37. Preposition 38. Direct speech 39. Determiner 40. Consonant 41. Vowel 42. Clause 43. Subordinate clause 44. Relative clause 45. Colon (before a list) Y4

	<p>12. Singular/ plural</p> <p>Y2</p> <p>13. Noun / noun phrase</p> <p>14. Adjective</p> <p>15. Verb</p> <p>16. Adverb</p> <p>17. Conjunction</p> <p>18. comma</p> <p>19. Inverted commas</p> <p>20. Apostrophe – contraction / possession</p> <p>21. Statement</p> <p>22. Question</p> <p>23. Exclamation</p> <p>24. Command</p> <p>25. Suffix</p> <p>26. Compound</p> <p>27. Tense</p> <p>28. homophone</p> <p>29. alliteration</p> <p>30. simile</p> <p>31. inverted commas</p> <p>32. proof read</p> <p>33. edit</p>	<p>46. Pronoun</p> <p>47. Possessive pronoun</p> <p>48. Relative pronoun (links to 29)</p> <p>49. Adverbial</p> <p>50. Fronted adverbial</p> <p>Y5</p> <p>51. Modal verb</p> <p>52. Parenthesis</p> <p>53. Bracket – dash</p> <p>54. Cohesion</p> <p>55. Metaphor</p> <p>56. Personification</p> <p>57. Rhetorical question</p> <p>58. Ellipsis</p> <p>59. Colon – within a sentence</p> <p>60. Ambiguity</p> <p>Y6</p> <p>61. Active and passive voice</p> <p>62. Subject – object</p> <p>63. Hyphen</p> <p>64. Synonym – antonym</p> <p>65. Colon / semi-colon</p> <p>66. Subjunctive</p> <p>67. Bullet point</p>
--	---	---