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|  | **Y6 Long term English Planning** |
| Text Structure | **Fiction: To entertain****Expected:**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**

**Non-fiction: To inform, To persuade, To discuss****Expected:**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

**All text types:**1. **The consistent viewpoint across the text**
2. **Consistent and varied use of verb forms**
3. **Use different techniques to conclude texts**

**Introduce:**1. **Cohesive devices:**
* Semantic cohesion – repeated word or phrase
* Adverbials – on the other hand, as a consequence
* Elision layout devices – headings, bullets, tables
1. **Use of formal / informal styles appropriate to the writing**
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| Sentence Construction | **Expected:**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**
* Beyond the dark gloom of the cave,…
1. **Compound and complex sentences -** using a range of coordinating and subordinating conjunctions
2. **‘ing’ clauses as sentence starters; expanded ‘ed’ clauses as starters:**
* 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.
1. **Drop in ‘ing’ clause; drop in ‘ed’ clause:**
* Jane, laughing at the teacher, fell from her chair.
* Poor Tim, exhausted by so much effort, raced home.
1. **Complex sentences using relative clauses**
* The girl, whose hair was jet black, raced through the street.
1. **Sentence of 3 for action:**
* Sam rushed down the road, jumped on the bus and sank into the chair.
1. **Expanded noun phrases** to convey complicated information concisely
2. **Expanded dialogue – use speech + verb + action**
* “Stop!” he shouted, picking up a stick and racing after the thief.
1. **Use a range of verb forms including modals for degrees of possibility:** might, will, could

**New expected content for Year 6:**1. **Use of the semi-colon, colon and dash** to mark the boundary between independent clauses
2. **Use active and passive verb constructions**
3. **Use of the subjunctive form in very formal writing:** If I were… Were they to come in…
4. **Developed use of rhetorical questions for persuasion**
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| Word – language | 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:**1. **Synonyms and antonyms**
2. **Vocabulary for informal speech vs formal speech e.g** find vs discover, go in vs enter
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| Handwriting | **Expected:**1. Maintain legibility in joined handwriting, when writing at speed.
2. Use cursive script.
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| Spelling | **Expected:**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
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| Punctuation | **Expected:**1. Capital Letters: *all uses*
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
 | 1. Ellipses
2. Commas to mark clauses
3. Full punctuation for direct speech
4. Apostrophes for plural possession
5. Dashes
6. Brackets / dashes / commas for parenthesis
7. Clear use of commas to avoid ambiguity

**Introduce**1. Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses
2. Hyphens to avoid ambiguity
3. Punctuation of bullet points
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| terminology | **YR:**1. Finger spaces
2. Letter
3. Word
4. Sentence: statement, question, command, exclamation
5. Full stops
6. Capital letter

**Y1**1. Punctuation
2. Question mark
3. Exclamation mark
4. Speech bubble
5. Bullet points
6. Singular/ plural

**Y2**1. Noun / noun phrase
2. Adjective
3. Verb
4. Adverb
5. Conjunction
6. comma
7. Inverted commas
8. Apostrophe – contraction / possession
9. Statement
10. Question
11. Exclamation
12. Command
13. Suffix
14. Compound
15. Tense
16. homophone
17. alliteration
18. simile
19. inverted commas
20. proof read
21. edit
 | **Y3**1. Prefix
2. Imperative verb
3. Conjunction – coordinating / subordinating
4. Preposition
5. Direct speech
6. Determiner
7. Consonant
8. Vowel
9. Clause
10. Subordinate clause
11. Relative clause
12. Colon (before a list)

**Y4**1. Pronoun
2. Possessive pronoun
3. Relative pronoun (links to 29)
4. Adverbial
5. Fronted adverbial

**Y5**1. Modal verb
2. Parenthesis
3. Bracket – dash
4. Cohesion
5. Metaphor
6. Personification
7. Rhetorical question
8. Ellipsis
9. Colon – within a sentence
10. Ambiguity

**Y6**1. Active and passive voice
2. Subject – object
3. Hyphen
4. Synonym – antonym
5. Colon / semi-colon
6. Subjunctive
7. Bullet point
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