|  |  |  |
| --- | --- | --- |
|  | **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** | |
| 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** | |
| 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 | |
| Handwriting | **Expected:**   1. Maintain legibility in joined handwriting, when writing at speed. 2. Use cursive script. | |
| 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 | |
| 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 |
| 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 |