

Year 6 English Long Term Planning Overview

Reading:	
Word reading	<ul style="list-style-type: none"> • Most pupils will be able to read confidently and fluently and they will extend their knowledge of word structure. • Most pupils need no further direct teaching of word-reading skills. If pupils are struggling, they receive additional support to improve their word-reading skills. • Pupils continue to use phonic strategies and they are encouraged to use these to work out unfamiliar words. Pupils are encouraged to read individual words with accuracy as these words might be 'key' to the meaning of a sentence or paragraph; this improves comprehension. • When reading with or to pupils, attention is paid to new vocabulary - both a word's meaning(s) and its correct pronunciation.
Comprehension	<ul style="list-style-type: none"> • A wide range of different text types will be used with pupils, including fiction, non-fiction, poetry, plays, biographies, autobiographies, classic texts and those from other cultures. • Staff read books to pupils; these include books so that they meet books and authors that they might not choose to read themselves. • The knowledge and skills that pupils need in order to comprehend are very similar at different ages. • They continue to apply what they have already learned to more complex writing. • Pupils are taught to recognise themes in what they read, such as loss or heroism. They have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. • They continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. • Pupils are taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style</i> and <i>effect</i>. • In using non-fiction, pupils are taught what information they need to look for. They are shown how to use contents pages and indexes to locate information. • They are taught the skills of information retrieval, for example in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers make use of the local library to support this. • Pupils receive guidance about and feedback on the quality of their explanations and contributions to discussions. • Pupils are shown how to compare characters, settings, themes and other aspects of what they read.

Writing:

Transcription	<ul style="list-style-type: none">•Pupils learn an increasing range of spelling rules and become more independent in using dictionaries to check spellings and meanings.•They use a thesaurus to find alternative words. Pupils are encouraged to have a fluent, legible writing style.•Pupils continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology (how words are 'made up') and etymology (the history of words) to spell correctly.•Pupils continue to practise handwriting and are encouraged to increase the speed. They are clear about what standard of handwriting is appropriate for a task.
Composition	<ul style="list-style-type: none">•Pupils are taught the skills and processes for essential for writing, i.e. thinking aloud, drafting and re-reading.•Pupils create their own improvised, devised and scripted drama activities. Pupils rehearse, refine, share and respond to drama and theatre performances.•They continue to add to their knowledge of linguistic terms so they can discuss their writing and reading.

Expected outcomes by the end of Year 6:

Outcomes – pupils can:

<ul style="list-style-type: none">•quickly establish and understand the set up of a novel•relate character to plot•write a report following research•use a variety of layout features to make a report interesting and clear•make connections between the plot and the theme of a book present an argument using evidence•use cohesive devices to refer to a previous point in a discussion•create an exciting journey story•use a thesaurus•discuss the meaning beyond the literal in	<ul style="list-style-type: none">•discuss shades of good and bad in characters, and how they are portrayed•write in the voice of a character•understand the term <i>allegory</i> in the context of the book•recognise and use the passive voice•write in character•write a newspaper report following research into a subject•improve writing through a drafting and reviewing process•use a range of non-fiction techniques to write a clear and engaging non-fiction piece•draw conclusions across a range of stories	<ul style="list-style-type: none">•discuss the effectiveness of an opening•describe settings using the senses•write an explanation text with a clear flow of information•edit text passages•summarise the meaning of a book•make links across a range of stories•offer an opinion about a favourite poem and can recite it•use hyphens to create clarity•capture accents in written language•write in formal language using formal vocabulary and grammar•use the passive voice confidently
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<p>poems</p> <ul style="list-style-type: none"> •write a set of instructions •use a very formal form of writing •play around with homophones to create humour •quickly spell homophones correctly •manipulate language in a poem •learn a poem off by heart •create a dramatised reading of a poem •use evidence from the text to create character when acting •create a programme for a performance, appropriate to the audience 	<p>and discuss preferences</p> <ul style="list-style-type: none"> •write expanded noun phrases •sift through information to write a biography •edit a draft to create a better final version •make connections between books read •link plot to contemporary political situations •write a review of a book identifying specific skills of the author •capture the emotion in a book or a poem 	<ul style="list-style-type: none"> •use a thesaurus to find synonyms •argue a point, referring to notes for evidence •write a story inspired by a book read •capture setting through description •use a variety of texts to create a clear and cohesive non-fiction account •recall poems previously learned and perform new poems
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