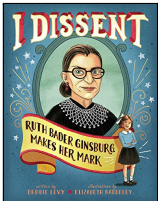
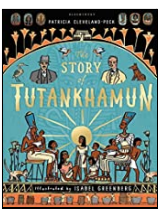
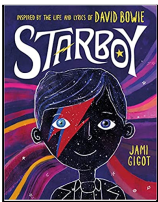
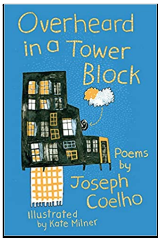
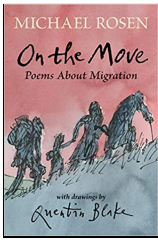


English Long Term Plan: Wolves Class (Year 6)

	<p>Super Species: <i>What is the most important animal of all?</i></p> <p>Autumn 1 (7 weeks)</p>	<p>Innovations and Inventions: <i>How did life change during the Industrial Revolution?</i></p> <p>Autumn 2 (7 weeks)</p>	<p>What a Wonderful World: <i>How were the natural wonders of our world formed?</i></p> <p>Spring 1 (7 weeks)</p>	<p>Ancient Mysteries <i>What have we learned from Tutankhamun's Tomb?</i></p> <p>Spring 2 (6 weeks)</p>	<p>Voices from the Past: <i>Why is Benin considered to be such an important civilisation?</i></p> <p>Summer 1 (5 weeks)</p>	<p>Seeking Sanctuary <i>What is it like to become a refugee?</i></p> <p>Summer 2 (7 weeks)</p>
<p>The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.</p>						
<p>Reading for pleasure</p>	  	  	  	 	  	  

<p>Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)</p>	 	 	 	 	 	 
<p>Writing focus</p>	<p>Mystery Story (2 Weeks)</p> <p>Non-Chronological Report (3 Weeks)</p> <p>Explanation (2 Weeks)</p>	<p>Recount (3 weeks)</p> <p>Formal Letter Writing (3 weeks)</p> <p>Diary Entries (1 Week)</p>	<p>Horror Story (3 weeks)</p> <p>Newspaper Report (2 weeks)</p> <p>Poetry (1 week)</p>	<p>Recount (2 Weeks)</p> <p>Explanation Text (3 weeks)</p> <p>Persuasive Speech (1 week)</p>	<p>Realism Story (3 weeks)</p> <p>Monologue (2 weeks)</p> <p>Persuasive Leaflet (2 weeks)</p>	<p>Recount (2 weeks)</p> <p>Balanced Argument (2 weeks)</p> <p>Biography (2 weeks)</p>
<p>Published pieces</p>	<p>A retelling of a mystery story about unexplained supernatural occurrences.</p> <p>A non-chronological report about an imagined newly discovered species to be included in an online animal encyclopedia. (Science)</p> <p>An explanation text explaining how animals adapt to</p>	<p>A recount of a typical working day in a factory for a Victorian child. (History)</p> <p>A formal letter to a relevant figure about an international issue linked to children's rights. (RSHE)</p> <p>Two contrasting diary entries - one as Scrooge and one as his nephew Fred.</p>	<p>A horror story that features a mysterious disappearance.</p> <p>A newspaper report about the disappearance of a girl at a national park.</p> <p>Poem using imagery to describe a raging river. (Geography)</p>	<p>A recount as Howard Carter describing his discovery of the tomb of Tutankhamun. (History)</p> <p>An explanation text explaining the consequences of not looking after our minds and bodies. (Science)</p> <p>Having looked at young activists such as Greta Thunberg,</p>	<p>A story set in the near future about an international environmental event. (Geography)</p> <p>A monologue in the voice of 'Juniper' from the class novel, showing her anger and frustration.</p> <p>A persuasive leaflet for a tourist destination and trip advisor reviews for the same destination.</p>	<p>A recount of the experiences of a child refugee having fled from their home country.</p> <p>A balanced argument looking at the issue of immigration and refugees.</p> <p>A biography on a significant refugee (to be decided).</p>

	their environments. (Science)			write a persuasive speech about saving Planet Earth.	(Geography)	
Focus poems and focus poetry books	The Chimney Sweeper by William Blake The Jabberwocky by Lewis Carroll	The Listeners by Walter De La Mare 	Amulet by Ted Hughes	The Highwayman by Alfred Noyes 	Life Doesn't Frighten Me by Maya Angelou	Hope is the Thing with Feathers on by Emily Dickinson
Spelling Focus	Suffix -ance and -ence Suffix -ably, -able, ible, ibly Hyphens	Statutory spelling list words Suffix -cial and -tial Using different tactics to spell words	Understanding plurals Trickier plurals Understanding the meaning of prefixes	Using knowledge of prefixes to generate new words Statutory spelling list words	Irregular and exception words Revisiting previous homophone learning Consolidating new homophone learning	Homophones with 'c' and 's' spelling Statutory spelling list words Revisiting all year 6 learning
Boomtastics (Poetic Devices)	<p>Note: Some of these will have been introduced in KS1 but will need regular revisiting. The red Boomtastics are the ones that must be covered in this year group, any previous ones need to be revisited and any listed after the red ones can be introduced in an earlier year group if appropriate.</p> <p>Onomatopoeia Rhyme Repetition Alliteration Simile Metaphor Personification Pathetic Fallacy Pun Symbolism</p>					

Punctuation (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use full stops, capital letters, exclamation marks, question marks. Use apostrophes to mark missing letters in contracted forms Use the apostrophe to show singular possession Use commas for lists.</p> <p>(Y3) Begin to use inverted commas to punctuate direct speech. Begin to use other punctuation inside inverted commas e.g.?! </p> <p>(Y4) Correct use of inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Consistently use commas after fronted adverbials.</p> <p>(Y5) Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.</p> <p>(New learning) Use semi-colon, colon and dash to mark the boundary between independent clauses. Use the colon to introduce a list and use semi-colons within lists. Use bullet points to list information with consistent punctuation Use hyphens to avoid ambiguity.</p>
Grammar (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tenses correctly and consistently including the progressive form. Use subordination using when, if, that, or, because. Use coordination using or, and, but.</p> <p>(Y3) Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Experiment with a widening range of conjunctions e.g. although, since, even though. Use adverbs e.g. then, next, soon, therefore. Use prepositions that position in place / environment e.g. in, on, behind, under. Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'</p> <p>(Y4) Use fronted adverbials that indicate time e.g. then next, soon, later that day. Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases). Use standard English verb inflections.</p> <p>(Y5) Indicate degree of possibility using adverbs e.g. perhaps, surely. Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must. Use relative clauses within complex sentences beginning with who, which, where, when, whose, that.</p> <p>(Y6) Use the passive voice to affect the presentation of information in a sentence Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing Use the subjunctive form of the verb to emphasise formality, urgency or importance.</p>

<p>KS2 Statutory Writing Assessment Objectives</p>	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.
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