

Year 6 - English LTP

	Autumn 1 (6 weeks)							Autumn 2 (7 Weeks)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class novel	Week 1 - welcome back week. Focus on class author.	The Wild Way Home						Kensuke's Kingdom						Poetry
Writing Text		The First Drawing						The Flood						
Short burst writing opportunities		Character (animal) description						Setting description						
Composition		Fantasy Stories			Non-chronological report			Mystery Stories			Persuasive campaign			
Grammar and punctuation		1. Ready to Write Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using adverbs to indicate degrees of possibility Using expanded noun phrases to convey Complicated information concisely. Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing.			1. Ready to Write Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using adverbs [for example, perhaps, surely] Using brackets, dashes or commas to indicate parenthesis.			2. Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little] Terminology for pupils: • synonym • antonym			3. Subjunctive Form Recognising vocabulary and structures that is appropriate for formal writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing			
Spelling	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	Homophones & Near Homophones : Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in -ance/-ancy	Adjectives ending in -ent into nouns ending in -ence/-ency	Words ending in -able	Words ending in -able	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro or mini-	Adding suffixes beginning with vowel letters to words ending in -fer	Statutory Spelling words	Statutory Spelling words		

Spring	Spring 1							Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Writing text	Rose Blanche							Boy 87						
Class Novel	Letters From the Lighthouse							The Arrival						
Composition	Fiction - Historical Narrative			Non - Fiction - Letter writing (Informal)				Fiction - Journey Story			Non - fiction - Non chronological report			
Purpose	To entertain			To inform				To entertain			To inform			
Grammar and Punctuation	<p>Using a colon to introduce a list</p> <p>Use of semicolons within lists</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon • semi colon <p>Active and Passive</p> <p>Using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • active • passive 			<p>Punctuating bullet points consistently</p> <p>Formal and Informal</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</p>				Poetry Focus - Spring Time	<p>Using semi colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon • semi colon 			<p>5. Hyphens</p> <p>Using hyphens to avoid ambiguity</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark,</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • hyphen 		
Spelling	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spelling words	Statutory spelling words	Words with endings which sound like /shuhl/ after a vowel letter	Words with endings which sound like /shuhl/ after a consonant letter	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Hyphens: To join compound adjectives to avoid ambiguity	Statutory spelling words	

Summer	Summer 1					Summer 2						Week 12
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Writing Text	Ice Trap!: Shackleton's Incredible Expedition		Poetry Focus - Summer and Travel			Robin Hood						
Class Novel	Race to the Frozen North: The Matthew Henson Story					Holes						
Composition	Fiction - Adventure Story					Fiction - Stylistic writing			Blog writing + Formal letter writing			
Purpose	To entertain					To entertain			To inform			
Grammar and Punctuation	Revision - SATs					Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast, or as a consequence], and ellipsis Terminology for pupils: •Ellipsis			Layout devices [for example, headings, sub headings, columns, bullets, or tables, to structure text] Consolidation Key Stage 2 Coverage of all KS2 Grammar, Vocabulary			
Spelling	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Revision spelling words	Revision spelling words	Words with long /o/ sound spelt 'ou' or 'ow'.	Words ending in -ible	Words ending in -ibly	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Word families based on common words, showing how words are related in form and meaning	Spelling words ready for KS3	Spelling words ready for KS

