



## English Long-Term Planning: Year 6

	Autumn	Spring	Summer
<b>Rich Texts</b>	<ul style="list-style-type: none"> <li>• A Kind of Spark</li> <li>• Darwin's Dragons</li> </ul>	<ul style="list-style-type: none"> <li>• Goodnight Mr Tom</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Twisted Tales</li> <li>• Shakespeare – Romeo &amp; Juliet</li> </ul>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Narrative – using dialogue and developing character</li> </ul>	<ul style="list-style-type: none"> <li>• Story – alternative viewpoint / flashback</li> <li>• Description creating atmosphere and using figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Using dialogue and developing character</li> <li>• Using familiar structure to write own Twisted Tale</li> </ul>
<b>Non-Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Discussion: using the passive voice</li> <li>• Non-chronological report</li> <li>• Explanation - friendships</li> <li>• Persuasive letter</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations (linked to science)</li> <li>• Recount (letter and diary varying formality)</li> </ul>	<ul style="list-style-type: none"> <li>• News reports</li> <li>• Biography</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Revise brackets, dashes and commas for parenthesis</li> <li>• Colons and semi colons</li> </ul>	<ul style="list-style-type: none"> <li>• Bullet points</li> <li>• Hyphens</li> <li>• Ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation and personal targets</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Revise subordinate &amp; relative clauses</li> <li>• Revise fronted adverbials</li> <li>• Revise expanded noun phrases</li> <li>• Revise modal verbs &amp; adverbs</li> <li>• Teach active and passive</li> </ul>	<ul style="list-style-type: none"> <li>• Alter length of sentences to extend meaning and interest the reader</li> <li>• Link ideas across paragraphs</li> <li>• Use dialogue to develop character</li> </ul>	<ul style="list-style-type: none"> <li>• Write using formal and informal grammatical structures</li> </ul>



## English Writing Assessment Framework: Year 6

On track for expected ARE in Year 6	Autumn	Spring	Summer
<b>Composition (NF)</b>	<ul style="list-style-type: none"> <li>Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs</li> <li>Can begin to use a more formal style of writing</li> <li>Makes effective editing changes</li> <li>Shows awareness of reader e.g., first person in a diary; direct address in instructions and persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness of reader e.g., first person in a diary; direct address in instructions and persuasive writing</li> <li>Write effectively for a range of purposes</li> <li><b>GDS: writes effectively for a range of purposes and audience, selecting appropriate form and drawing independently on what they have read as models for their own writing</b></li> </ul>
<b>Composition (F)</b>	<ul style="list-style-type: none"> <li>Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs</li> <li>Uses dialogue to develop characters</li> <li>Uses description including figurative language to develop setting</li> <li>Makes effective editing changes</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describes settings, characters and atmosphere</li> <li>Integrates dialogue in narratives to convey character and advance action</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describes settings, characters and atmosphere</li> <li>Integrates dialogue in narratives to convey character and advance action</li> <li><b>GDS: distinguishes between the language of speech and writing e.g., using devices to control informality in dialogue / diary</b></li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Chooses brackets, dashes or commas to mark parenthesis</li> <li>Uses commas to clarify meaning building on understanding of FA, SC and RC</li> <li>Uses CAPS, full stops, question marks, commas and apostrophes mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses colons and semi colons in writing</li> <li>Can use dashes to add comments or asides</li> <li>Mostly correct use of KS2 punctuation</li> <li>Uses bullet points, ellipsis and hyphens</li> <li>Uses inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Uses colons and semi colons in writing</li> <li>Uses hyphens</li> <li>Mostly correct use of KS2 punctuation</li> <li><b>GDS: uses KS2 punctuation correctly</b></li> <li><b>GDS: uses KS2 punctuation precisely to enhance meaning</b></li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Can use modal verbs to persuade and predict</li> <li>Can use adverbs of possibility</li> <li>Understands and uses relative clauses</li> <li>Uses and understands FA, SC, ENP</li> <li>Uses verb tenses consistently</li> </ul>	<ul style="list-style-type: none"> <li>Uses passive verbs</li> <li>Builds cohesion with conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs</li> <li>Uses verb tenses consistently</li> </ul>	<ul style="list-style-type: none"> <li>Uses passive verbs</li> <li>Builds cohesion with conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs</li> <li><b>GDS: manipulates grammar to exercise a conscious control over formality</b></li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Use a thesaurus to help with word choices</li> <li>Spell most Y3/4 words correctly</li> <li>Joins handwriting legibly</li> <li>Chooses what standard of writing is appropriate e.g. for notes, presentation, labelling</li> </ul>	<ul style="list-style-type: none"> <li>Legibility when writing at speed</li> <li>Spell most words from Y5/6 list correctly</li> <li>Checks spellings of uncommon / ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Legibility when writing at speed</li> <li>Spell most words from Y5/6 list correctly</li> <li>Checks spellings of uncommon / ambitious vocabulary</li> </ul>