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| **Clifford All Saints Primary School****Year 6 English Writing Long Term Plan 2021 – 2021** |

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| **Autumn 1**Early Islamic Civilisation | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction: The Boy at the Back of the Class – Onjali Q. Rauf, When Stars are Scattered – Omar Mohamed & Victoria Jamieson, Illegal – Eoin Colfer, The Journey – Francesca Sanna, The Proudest Blue – Ibtihaj Muhammed & SK AliNon-fiction: Early Islamic Civilisation – The History Detective InvestigatesPoetry: The Raven – Edgar Alan Poe (PoR planning for The Journey) |
| **Text Type:** | Narrative:Character description/comparisons | Non-fiction: Newspaper reportsPersuasive letterDiscussion/balanced argument  | Poetry: Collaborative poetry (The Journey)Blackout poetry |
| **SPaG Focus:** | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
* Expanded noun phrases
* Relative clauses
 | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
* Passive voice to make writing more formal
* Formal sentence structures
* Developing vocabulary typical of formal speech
* Layout devices to structure texts
* Linking ideas across paragraphs using repetition & adverbials
 | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
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| **SPAG direct teaching** | Word Classes:* Nouns & verbs in sentences
* Adjectives & verbs in sentences
* Subjects & Objects in sentences
* Determiners, conjunctions & prepositions in sentences

Word classes in sentences | Ready to write* Relative clauses
* Modal verbs to indicate degrees of possibility
* Adverbs to indicate degrees of possibility
* Brackets, dashes or commas to indicate parenthesis
* Expanded noun phrases
* Commas to clarify meaning and avoid ambiguity
* Present tense
* Past tense
 | Cohesion* Devices to build cohesion
* Paragraphs in fiction
* Paragraphs in non-fiction
* Sentences within paragraphs
* Paragraphs within texts

Avoiding repetition | SPaG Assessment? |

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| **Autumn 2**South America | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction: The Explorer – Katherine Rundell, Fire Girl, Forest Boy – Chloe Daykin, The Promise – Nicola Davies, The Great Kapok Tree – Lynne CherryNon-fiction: Lost City: Great Adventurers – Alistair Humphreys, The Discovery of Machu Picchu – Ted Lewin, If you were me & lived in …. Peru – Carole RomanPoetry: The Rainforest – Judith Wright |
| **Text Type:** | Narrative:Stories from other culturesStories set in Imaginary worlds (The Viewer) | Non-fiction: Non-chron reports (Science – Human Circulatory system)Radio broadcasts | Poetry: |
| **SPaG Focus** | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
* Speech to convey character or advance action
* Position speech in different parts of sentences
 | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
 | * Write effectively for a range of purposes and audiences selecting language to show good awareness of the reader
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| **SPAG****Direct teaching** | Synonyms & antonyms | Active & Passive voice | Punctuation* Commas in a list
* Colons & semi-colons
* Writing in notes
* Bullet points in a list
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| **Spring 1**Campaign for Change: The Suffragettes | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: Secret Suffragette – Barbara Mitchelhill, Emmeline Pankhurst, Here We Are – Oliver JeffersNon-fiction: Suffragettes and the battle for equality – David Roberts, Rebel Voices – Louise Kay StewartPoetry: The Tyger – William Blake |
| **Text Type:** | Narrative:Setting descriptionsStories with historical settings | Non-fiction:Newspaper reportsBiographies |
| **SPAG****Direct teaching** | Punctuation 2* Clauses
* Semi-colons to mark boundaries
* Colons to mark boundaries
* Dashes to mark boundaries
 | Punctuation* Hyphens
 | Formal & Informal | Subjunctive form* Was or were
* Recognising the subjunctive
* Using the subjunctive
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| **Spring 2**Awesome Adaptations | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: Darwin’s Dragons – Lindsay Galvin, Moth – Isabel Thomas, What Mr Darwin SawNon-fiction: On the Origin of the Species, The Variety of Life, Island, The story of GalapagosPoetry: The Listeners – Walter de la Mere |
| **Text Type:** | Narrative:Diary entriesNarrative from different viewpointsSetting description – Galapagos Islands | Non-Fiction:Biographies – Charles DarwinExplanation texts – mothsLog books (non-chron reports) |
| **SPAG** **Direct teaching** | Consolidation of skills & revision |  |  |

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| **Summer 1**Illuminate & InnovateSATs assessments | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: The Riddle of the Runes (Vikings) – Janina Ramirez, Norse Myths The Nowhere Emporium – Ross McKenzieNon-fiction: Vikings CGPPoetry: Junk: The Story of Jasper O’Leary |
| **Text Type:** | Narrative:Diary entriesNorse Myths | Non-fiction:Persuasive speechNewspaper reports | SATs assessments |  |
| **SPAG** **Focus:** |  |  |  |

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| **Summer 2:**Changes (Changing Coastlines) | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction: Wonder – RJ Palacio, Flotsam - David Weisnar, What we’ll build – Oliver JeffersNon-fiction:Poetry: |
| **Text Type:** | Narrative:PlayscriptsStories from other perspectives (chapters retold from another character’s pov) | Non-fiction:Recount (linked to Geography)Reports (Linked to Geography)Letters-formal/informal writing | Poetry |
| **SPAG Focus:** |  |  |  |