

English Writing Long-Term Plan-Year 6

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
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| Class Reader-Taken from reading spine  |    |    |   |   |   |   |
| Unit/Book  |   |   |  |  |  |  |
| Publish  |   | History essay   |  |  | History essay  |  |
| Spelling-Following SCODE<br>-See National Curriculum Appendix (Link below)<br><br><b>I can spell most words correctly (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</b> | SCODE<br><br>focus sound /sh/<br>coded sh, ch, ti, si, ssi, ci including curriculum words; shoulder, competition, dictionary, explanation, pronunciation, conscience, conscious, ancient, sufficient, appreciate, especially, | SCODE<br><br>focus sound /ul/ coded -le, -al, -el, -il, ul including curriculum words; vehicle, muscle, vegetable, available, individual, symbol, prejudice,<br><br>Hip homophones; complement/compliment, principle/principal, bridle/bridal, angle/angel,<br><br>Word endings; able/ible,<br><br>Superb suffixes; al, -ful, | SCODE<br><br>code ough making the sounds /or/, /u(f)/, /oa/, including curriculum word; thorough<br><br>/ee/ coded ei, ie including curriculum words; achievement, mischievous | SCODE<br><br>focus sound /r/<br>coded r, rr, wr, rh including curriculum words; recognise, relevant, recommend, restaurant, frequent, hindrance, disastrous, programme, professional, privilege, prejudice, embarrass, | SCODE<br><br>word endings; ture/sure including curriculum words; temperature, signature, leisure, average<br><br>Hip homophones; weary/wary<br><br>Superb suffixes; -ly, -ally | SCODE<br><br>Double Bubble (double letters within words) including curriculum words; accommodate, accompany, according, attached, marvellous, suggest, sufficient, exaggerate, community, committee<br><br>Hip homophones; programme/program |

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|                         | <p>Hip homophones; stationary/stationery</p> <p>Superb suffixes; ous, cian</p>  | <p>Powerful prefixes; ultra, mult</p>  | <p>/i/ coded i, y, -y including curriculum words; privilege, individual, identity, immediate, critic, determined, bargain, symbol, system, physical, rhythm, dictionary, category, variety, opportunity, yacht</p> | <p>rhyme, rhythm, committee</p> <p>Hip homophones; past/passed, desert/dessert, guest/guessed</p> <p>Words with 'silent' letters; /m/ coded mb, mn</p> <p>Powerful prefixes; co, con</p> |   | <p>Hyphen Academy including curriculum word; awkward</p> <p>Powerful prefixes; self, ex, co</p> |
| Punctuation and Grammar | <p>Use coordinating and subordinating conjunctions.</p> <p>Use pronouns appropriately to avoid repetition when referring back or forward (e.g. that, these, those, it).</p> | <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Use a range of clause structures, sometimes varying position within the sentence.</p> | <p>Use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly and make some correct use of semi-colons, colons and hyphens.</p>  | <p>Use verb tenses consistently and correctly throughout writing.</p> <p>Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to</p>  | <p>Select vocabulary and grammatical structures that reflect what writing requires, doing this mostly appropriately (e.g. contracted forms in dialogue in narrative; using passive verbs to affect how information is</p> |   |

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|  |  |   |  | indicate direct speech).  | presented; using modal verbs to suggest degrees of possibility). |  |
| Handwriting-<br>Following Letter-join-see link below   | REVISIT<br>Understand which letters are best left unjoined.<br><br>Develop the fluency of joined script. | REVISIT<br>Maintain handwriting with fluency.<br><br>Write legibly, fluently and with increasing speed.   |  | Choose the writing instrument that is best suited for a task.<br><br>Maintain legibility in joined handwriting when writing at speed.   |  |  |
| Text Structure and Organisation<br><br><b>Plan writing to ensure clear, logical sequenced ideas.</b><br><br><b>Edit and improve writing by proposing changes to vocabulary, grammar and punctuation to enhance effects</b> | Use paragraphs to organise ideas.  | Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.<br><br>Adapt sentence structure and word order to a text type. | <b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b><br><br>Adapt sentence structure and word order to a text type to sustain interest. | <b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b><br><br>Accurately adapt sentence structure and word order to a text type to sustain interest. |  |  |

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| <p><b>and clarify meaning.</b></p>  |   |  | <p>Use different techniques to introduce and conclude work appropriately (e.g. I am writing to..., Dear Sir/Madam, opinion, summary and justification comment).</p>  |  |  |  |
| <p>Composition and Effect<br/>I can write for a range of purposes and audiences (stories, biography, autobiography, journalistic writing, argument, formal, impersonal writing and poetry).</p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices appropriate to the text type.</b></p> <p>Select interesting strategies to move a</p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices appropriate to the text type.</b></p> <p>Use a range of literary features to create effect-similes and metaphors.</p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices</b></p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices appropriate to the text type.</b></p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices</b></p> | <p><b>Describe settings and characters in narrative work.</b></p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p><b>Write a non-narrative using organisational devices appropriate to the text type.</b></p> |

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| <p><b>Proof-read for spelling and punctuation errors.</b></p> | <p>story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).</p> <p>Use a range of literary features to create effect- alliteration and onomatopoeia.</p> <p>Start sentences in different ways - REVISION (e.g. – ed verbs, - ing starters, similes, fronted adverbials to tell the reader how, when or where).</p> <p>Select from a range of imaginative and ambitious vocabulary.</p> | <p>I can use a range of sentence openers-judging the impact for effect needed.</p> <p>Develop ideas in creative and interesting ways.</p> <p>Use concise expanded noun phrases to add details and create a clear picture for my reader.</p> | <p><b>appropriate to the text type.</b></p> <p>Use a range of literary features to create effect- personification and figurative language.</p> | <p>Use a range of literary features to create effect (alliteration, onomatopoeia, figurative language, metaphors, similes, personification).</p> | <p><b>appropriate to the text type.</b></p> |  |
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Spelling National Curriculum Appendix-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Letter-join- <https://www.letterjoin.co.uk/log-in.html>