



English Curriculum

Long Term Plan - 2025-2026 - Year 6

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Book/Poem	Rose Blanche WW2 Songs	The Watertower 1& 2- Beneath the Surface	Holes	Holes Love that dog - Poetry	The Island	The Mysteries of Harris Burdick
Genres/ Writing Outcomes	Diaries Discussion/Debate Poetry	Explanation text Suspense Narrative	Newspaper Reports Non-Chron Report	Persuasive Advert Narrative Poetry	Formal Letter Narrative - Flashbacks	Narrative - Adventure and Fantasy
Class Reader	Friend or Foe Michael Morpurgo	Floodland Marcus Sedgwick	Windrush Child Benjamin Zephaniah	The Brockenspectre Linda Newbury	The Island at the End of Everything Kiran Millwood Hargrav	The Final Year Matt Goodfellow
Reading Skills	I can summarise key information from different parts of a text I can find information using skimming to establish main idea and to find specific information I can identify and comment on writer's choice of vocabulary, giving examples and explanation. I can raise queries about texts	I can read closely to ensure understanding I can identify and discuss themes in a range of writing and across longer texts I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts	I can find information using skimming to establish main idea and to find specific information I can identify and discuss themes in a range of writing and across longer texts I can identify and comment on writer's choice of vocabulary, giving examples and explanation. I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension	I can find skim the text to establish main ideas & find specific information I can learn a range of poetry by heart. I can prepare poems to perform, showing understanding through intonation, tone, volume and action I can comment on the writer's choice of vocabulary, giving examples & explanation.	I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts I can recognise the writer's point of view and discuss it I can consider and evaluate how effectively texts are structured and laid out	I can identify and discuss themes in a range of writing and across longer texts I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension I can show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts I can raise queries about texts
Writing outcomes						



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Writing Composition	<u>Planning writing</u> I can choose the appropriate form and register for the audience and purpose of the writing. <u>Draft & Write</u> I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I can use further organisational and presentational devices to structure text and to guide the reader. <u>Evaluate & edit</u> I can assess the effectiveness of my own and others' writing. I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.	<u>Planning writing</u> I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft & Write</u> I can choose the appropriate form and register for the audience and purpose of the writing. <u>Draft & Write</u> I can sustain and develop ideas logically in narrative and non-narrative writing. I can use a wide range of devices to build cohesion within and across paragraphs. <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure the consistent and correct use of tense.	<u>Planning writing</u> I can choose the appropriate form and register for the audience and purpose of the writing. <u>Draft & Write</u> I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I can use further organisational and presentational devices to structure text and to guide the reader. <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<u>Planning writing</u> I can note and developing initial ideas, drawing on reading and research where necessary <u>Draft & Write</u> I can choose the appropriate form and register for the audience and purpose of the writing. <u>Draft & Write</u> I can use a wide range of devices to build cohesion within and across paragraphs. <u>Evaluate & edit</u> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure the consistent and correct use of tense.	<u>Planning writing</u> I can choose the appropriate form and register for the audience and purpose of the writing. <u>Draft & Write</u> I can use a wide range of devices to build cohesion within and across paragraphs. <u>Evaluate & edit</u> I can assess the effectiveness of my own and others' writing. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<u>Planning writing</u> I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft & Write</u> I can use a wide range of devices to build cohesion within and across paragraphs. <u>Evaluate & edit</u> I can ensure the consistent and correct use of tense.



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Grammar & punctuation	<p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>I can use bullet points to list information.</p> <p>I can use the colon to introduce a list and semi-colon within lists.</p>	<p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use a hyphen to avoid ambiguity. details to sentences.</p>	<p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can use bullet points to list information.</p> <p>I can use the colon to introduce a list and semi-colon within lists.</p>	<p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.</p> <p>I can use a hyphen to avoid ambiguity. details to sentences.</p>	<p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc.</p> <p>I can use developed noun phrases to add details to sentences.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use a hyphen to avoid ambiguity. details to sentences.</p>	<p>I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I can use the semi-colon, colon and dash.</p> <p>I can use a hyphen to avoid ambiguity. details to sentences.</p>
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Transcription	Use further prefixes and suffixes and understand the guidance for adding them (Convert verbs into nouns by adding suffixes -tion, -ure)	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the Year 5 and 6 word list.	Continue to distinguish between homophones and other words which are often confused Spell some words with 'silent' letters	Consolidate spelling from year 5/6 from assessment data.	Consolidate spelling from year 5/6 from assessment data.	Consolidate spelling from year 5/6 from assessment data.

Ongoing Spelling	<ul style="list-style-type: none">- Spell some words with 'silent' letters- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary- Use a thesaurus
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