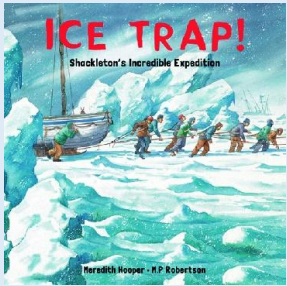
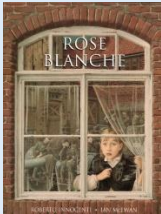
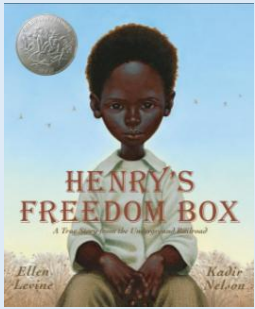
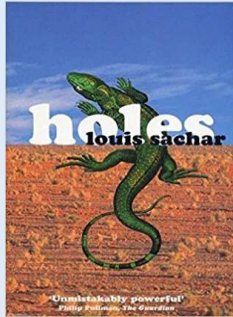
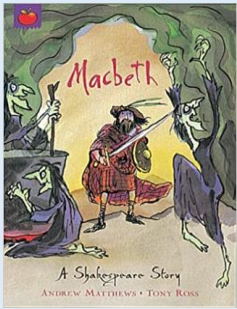
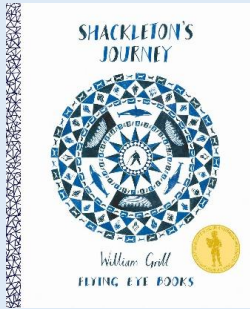
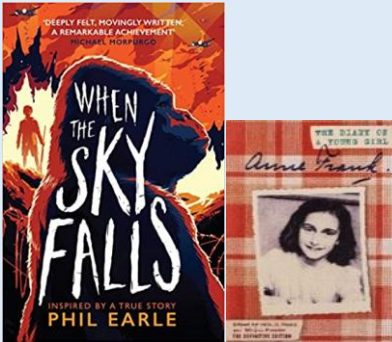
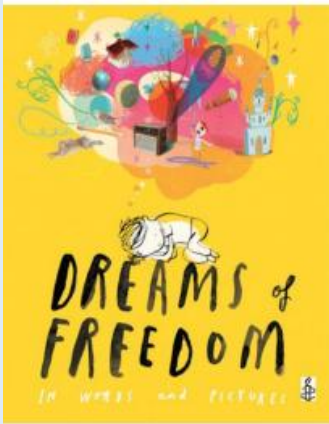
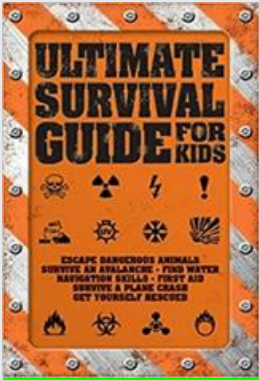
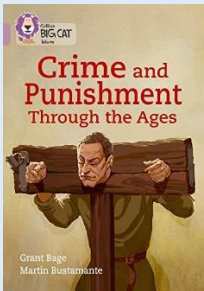
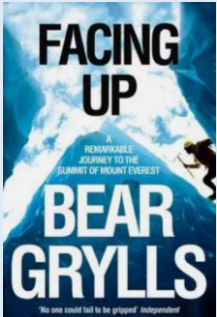
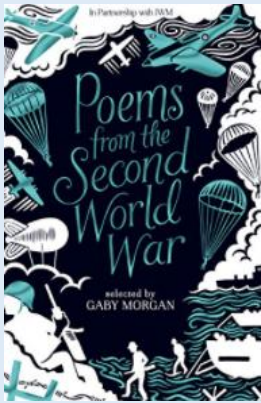
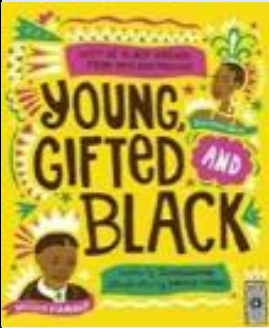
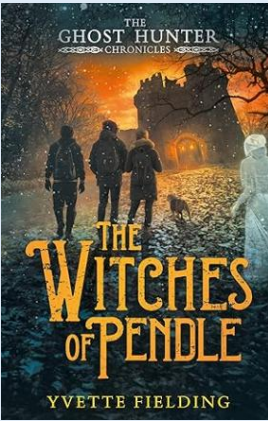
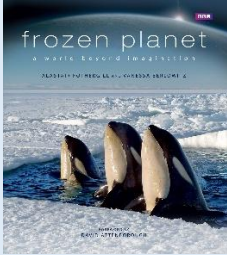
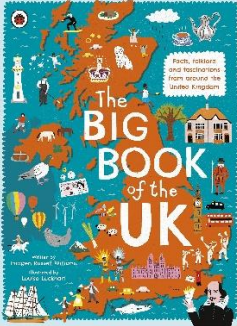
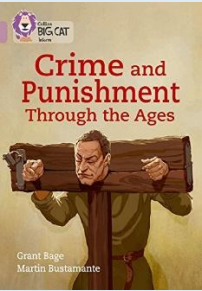


Hill View Academy English Curriculum Long Term Plan

Year 6



Topics	The Frozen Planet	World War II	Discrimination and slavery	Britain and the USA	Crime and Punishment	Magnanimous Mountains
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Key Text						
Supplementary texts						
Storytime						
Reading for Pleasure Texts	Class library	Class library	Class library	Class library	Class library	Class library
Rhymes and Poem	'Jabberwocky' - Lewis Carol		'I, Too' - Langston Hughes		"The Highwayman" - Alfred Noyes	

Non-Fiction Text						
Writing Text Type	Non-fiction Biography Fiction Narrative/speech to advance the action Alternative Job application	Non-fiction Balanced argument Fiction Diary Alternative The Grinch who stole Christmas	Non-fiction Narrative for 1st part of the story Fiction Persuasive Letter (abolishing of slavery) Alterantive Letter from Henry to James	Non-fiction Non-Chronological report (creature of choice) Fiction Character description	Non-fiction Information text on a time period and its choice of punishment Fiction Rock, Paper Scissors narrative for speech to advance the action	Non-fiction Instruction text for making a potion Fiction Setting description on the opening scene Alternative Letter from Lady Macbeth.
RAFT	Biography R – to inform A – large scale audience, older children and adults F – formal, informal, passive voice, adverbials, subheadings, colons, commas to clarify meaning, items in a list, tense (past), relative clauses/pronouns, reported speech T- formal Narrative R – retell a story A – large audience F – synonyms, antonyms, formal, informal, adverbials, commas to clarify ambiguity (breaking a sentence or after fronted adverbial), semi-colons for independence between clauses, coordinating conjunctions (compound sentences), direct speech T – informal	Diary R – to record information that has happened to an individual A- Closed audience, usually the writer only F- formal/informal, range of synonyms, cohesion with adverbials, semi-colon for list, parenthesis T- informal Balanced argument R- to inform someone about an issue A- Large-scale audience F- Adverbials, subordinating conjunctions, passive voice, formal, synonyms, simple, compound and complex sentences, tense (present), relative clauses T- formal	Narrative R – retell a story A – large audience F – synonyms, antonyms, formal, informal, adverbials, commas to clarify ambiguity (breaking a sentence or after fronted adverbial), semi-colons for independence between clauses, coordinating conjunctions (compound sentences), direct speech T – informal Letter R- inform someone about personal feelings A- Closed audience, usually a single recipient F- Complex sentences, formal, semi-colons, apostrophe for contractions, adverbials, reported speech T- informal	Non-chronological report R- to inform about an animal A- Large scale audience F- Bullet points, tense, passive voice, subheadings, synonyms, parenthesis T- formal Character description R- create an image in the reader’s mind A-large scale audience F- Sentence structure, paragraphs, preposition, expanded noun phrases T- informal	Information text R- to inform A- Large scale audience – anyone interested in mountains F- sub headings, formal, active/passive, colons for lists, bullet points, parenthesis, relative clauses T- formal Narrative/Speech to advance the action R – retell a story A – large audience F – synonyms, antonyms, formal, informal, adverbials, commas to clarify ambiguity (breaking a sentence or after fronted adverbial), semi-colons for independence between clauses, coordinating conjunctions (compound sentences), direct speech, reported speech T – informal	Instructions R- to give instructions on completing a task A- Anyone wishing to make the potion. All ages F- subheadings, bullet points, adverbials, subordinating conjunctions, parenthesis, colons, hyphens T- formal Setting description R- to describe a scene so the reader has an image in their head A- anyone interested in Macbeth. School children and adults. F- Adverbial, expanded noun phrases, cohesion, compound and complex sentences, synonyms, parenthesis T- informal
Generating ideas Creating information	Biography Discuss and explain differences in the use of formal language and dialogue. Listen for language variations in formal and informal contexts.	Balanced argument Discuss and explain differences in the use of formal language and dialogue. Listen for language variations in formal and informal contexts.	Persuasive letter Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience.	Non-chronological report Discuss and explain differences in the use of formal language and dialogue. Listen for language variations in formal and informal contexts.	Information text Discuss and explain differences in the use of formal language and dialogue. Listen for language variations in formal and informal contexts. Identify the ways spoken language varies.	Instruction text Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

	Identify the ways spoken language varies. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Biography write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate. <u>Speech to advance the action</u> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <u>Speech to advance the action</u> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to	Identify the ways spoken language varies. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Balanced argument In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Establish, balance and maintain viewpoints. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. Create multi-layered texts, including use of hyperlinks, linked web pages. Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate.	Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... Persuasive letter Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate. <u>Narrative</u> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <u>Narrative</u> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narratives.	Identify the ways spoken language varies. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Secure understanding of the form, language conventions and grammatical features of non-chronological reports. <u>Non chronological report</u> write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate. <u>Narrative</u> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <u>Narrative</u> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information.	Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Secure understanding of the form, language conventions and grammatical features of non-chronological reports. <u>Information text</u> write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate.	<u>Setting description</u> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <u>Setting description</u> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narratives.
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	move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narratives. <u>Letter/Job application</u> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. <u>Letter/ Job application</u> Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical	<u>Diary</u> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Diary Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. Use the language conventions and grammatical features of the different types of text as appropriate.		Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narratives. <u>Character description</u> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <u>Character description</u> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation Create a description by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.		
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	characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. Use the language conventions and grammatical features of the different types of text as appropriate.					
Spelling	Menu selection Achieve Accompany Amateur Communicate Competition Curiosity Desperate Determined Disastrous Environment Equip Equipment Foreign Hindrance Physical Temperature	Menu selection Apparent Committee Community Controversy Definite Existence Familiar Government Identity Immediate Individual Interfere Mischievous Neighbour Occupy Persuade Sacrifice Soldier System Suggest Vehicle	Menu selection Aggressive Ancient Category Conscience Conscious Criticise Desperate Dictionary Especially Explanation Frequently Guarantee Interrupt Language Necessary Nuisance Occur Opportunity Privilege Prejudice Recognise Recommend Rhyme Signature Sincerely Stomach Thorough	Menu selection Aggressive Average Determined Environment Attached Especially Excellent Familiar Muscle Physical Stomach Sufficient Temperature Variety Accommodate According Appreciate Available	Menu selection According Average Awkward Category Communicate Convenience Correspond Disastrous Equip Frequently Hindrance Leisure Marvellous Occupy Opportunity Physical Programme Profession Queue Relevant Temperature Variety	Consolidation – children to use Year 5/6 spelling list to choose their own appropriate spellings
Punctuation and Grammar	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun)	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun)	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun) Use passive verbs appropriately in independent writing across the curriculum	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun)	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun)	Routinely and confidently use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun)

	Use passive verbs appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form	Use passive verbs appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form	Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form	Use passive verbs appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form	Use passive verbs appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form	Use passive verbs appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and manner Understand and use grammatical terminology (English appendix 2) accurately and appropriately Recognise the difference between formal and informal language and use formal vocabulary and structures, including subjunctive form
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