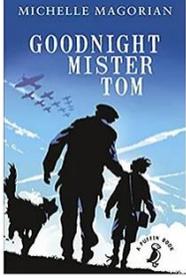
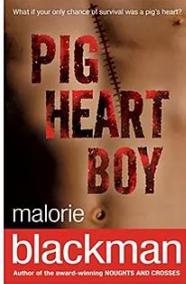
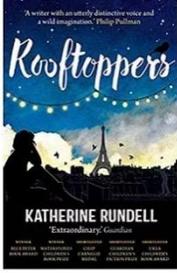
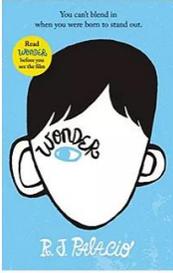
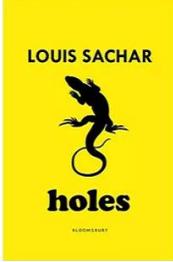


English Writing Long-Term Plan-Year 6

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

	<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>	

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

<p>and clarify meaning.</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 I can write for a range of purposes and audiences (stories, biography, autobiography, journalistic writing, argument, formal, impersonal writing and poetry).</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>Select interesting strategies to move a</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p> <p>Use a range of literary features to create effect-similes and metaphors.</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices</p>	<p>Describe settings and characters in narrative work.</p> <p>I can integrate dialogue in narrative to convey characters and advance the action.</p> <p>Write a non-narrative using organisational devices appropriate to the text type.</p>

<p>Proof-read for spelling and punctuation errors.</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>appropriate to the text type.</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>appropriate to the text type.</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

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