

Y6 English Long Term Planning

Week	DARTS text	Stimulus	Outcome (genre, outcome, reason for writing if relevant)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome (New learning in bold)	Composition Objectives and text features linked to outcome
1-3	Help!	Street Child - Berlie Doherty	I can write a <u>diary</u> from the perspective of a character reflecting upon a situation. (Writing to inform)	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and an understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction -increasing their familiarity with a wide range of books, including modern fiction -making comparisons within and across books	Using relative clauses with an implied or omitted relative pronoun Wide range of clause structures; Fronted adverbials; Relative clauses; Subordinating and coordinating conjunctions; Parenthesis (brackets & dashes); Inverted commas; Personal pronouns; Past tense; Time conjunctions; Paragraphing; Powerful verbs; 1st person; Emotive, informal language	Opening to set the scene & introduce atmosphere; Chronological order; Conclusion summing up the events and giving thoughts about what might happen next; Events important to the writer; Feelings, Reactions and opinions; Dates showing time passing Dear Diary; inverted commas to include direct quotes; reflects on thoughts and feelings; first person; past tense to record events; chronological; writing for pleasure; present tense to record or describe thoughts and feelings; Rhetorical questions; Personify the diary; Contractions
	Raiders Peril					
	Formal newspaper report of recent event					
4-5	No separate DARTS		Reading focus - VIPERS	Understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning	Modal verbs for indicating degrees of possibility; Adverbials Fronted adverbials; Conjunctions; Brackets; Semi-colons; Past tense; Inverted commas; Hyphenated words; Parenthesis; Speech verbs; Direct speech; Commas within direct speech; Similes, metaphors & personification; Expanded noun phrases; Pronouns consistent in person and number; Exclamations; Questions; Powerful verbs; Relative clauses	
6-7	Biography from Fantastically Great Women		I can write a <u>biography</u> of William Morris (Writing to inform)	Maintain positive attitudes to reading and an understanding of what they read by: -making comparisons within and across books provide reasoned justifications for their views	Using brackets, dashes or commas to indicated parenthesis; Expanded Noun Phrases for conveying complicated information concisely Regular conjunctions; Relative clauses; Adverbial phrases; Prepositional phrases; dashes; Modal verbs; Brackets; 1st person; Proper nouns; Present tense; Passive voice; Persuasive language; Rhetorical questions	Imaginative title - including a pun?; Introduction - 5 Ws; Paragraphs; topic sentences to introduce new paragraphs; one subject per paragraph; chronological order; viewpoint; first person; recount of key events; Headings and Sub-headings; Time connectives; Making statements; Complex sentence starters; Expressing a viewpoint; Legacy statements Topic sentences; Expanding ideas; Avoiding repetition & cohesion; chronology of events; Subjunctive form; third person; conjunctions; relative clauses; time openers; formal language; rhetorical questions to the reader
	QLA from assessment					

8-10	No separate DARTS	Uncle Montague's Tales of Terror - Chris Priestley; Francis - film unit	I can write a short <u>narrative</u> including dialogue to advance the action (Writing to entertain)	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and an understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -identifying and discussing themes and conventions in and across a wide range of writing	Perfect form of verbs to mark relationships of time and cause; Using commas for clarifying meaning or avoiding ambiguity Adverbials; Conjunctions; Brackets; Dashes; Colons; Semi-colons; Subordinate clauses; Relative clauses; Noun phrases: Pronouns; exclamations; Questions; Powerful verbs; Inverted commas; Past tense; Hyphenated words; Similes. Metaphors and personification; Alliteration; Onomatopoeia; Varied sentence length	Opening; Intriguing opening statement; Plot; main events; Direct speech; Comparison to describe characters; Atmospheric scene setters; Ending paragraph; Paragraph breaks for shift of time / place / mood / perspective; Repetition Opening; Simple plot; Characters; Setting descriptions; Direct speech; Setting and atmosphere - linked to senses; Trigger and resolution in plot; Time links gloss over unimportant sections; Dialogue; New line for new speaker
	Text linked to World War II					
	Lyrics from a song					
11-12	No separate DARTS		Reading focus - VIPERS	Understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning		
	No separate DARTS					
13-14	Text revising Earth in Space knowledge	Christmas Truce - Carol Ann Duffy Informal Letters	I can write an <u>informal letter</u> to persuade a relative (War victim / family member / soldier / widow) (Writing to persuade)	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Synonyms and Antonyms; Word classes including subject and object in active and passive voice Dashes; Brackets; informal connectives; 1st person; Proper nouns; Contracted forms; Present tense; Parenthesis; Wide range of clause structures; Time conjunctions; Paragraphs; Subordinating and coordinating conjunctions; First person	Personal record of events; Time order with dates noted; 5 Ws; PEE structure; Sign off line; Signature; Sender's address; Date; Convincing vocabulary; Ending paragraph to summarise events and give thoughts about next steps / feelings; Events important to the writer Conversational tone e.g. 'By the way' / 'Anyway'; Chronological; Personal audience - entertain / amuse / humour; Think about known recipient (shared memories / enquiries about family, etc.); Writing for pleasure; Reflects on thoughts and feelings
	Christmas Poetry					