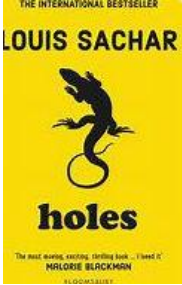


Ryecroft C.E. Middle School

Year 6 English Long- Term Plan

Calendar	Topic	Assessment	Handwriting and GPS Links	Vocabulary Strategies
Y6 Autumn One School Value Links: Community Perseverance Inspiration	<i>Reading Spotlight Text:</i> <i>Holes by Louis Sachar</i>  Vocabulary Infer Predict Explain Retrieve Summarise Supplementary Texts: Range of high-quality excerpts across a range of genres including: Percy Jackson and the Lightning Thief by Rick Riordan (opening) Stanley Yelnats' Survival Guide by Louis Sachar Non-fiction texts and websites about the Dust Bowl (1930s, USA) The Report Book by Sue Palmer Non-fiction texts and websites about tigers A range of excerpts from a variety of genres will be explored in the second half term in preparation for SATs. Performance and Poetry: If by Rudyard Kipling	Reading- Accelerated Reader Star in September, January and May. Y5 Testbase Reading Papers are undertaken in assessments weeks to fall in line with reporting deadlines. Phonics – Pupils are phonics screened on entry based on phonics screener scores and/or Accelerated Reader scores lower than 9y. Intervention groups are set up as required. Writing – Baseline written piece in September (letter writing task). Spelling – Baseline assessment from Y3/4 curriculum is undertaken in September. Real Experience: Detective inspectors – The Case of Stanley Yelnats	Handwriting and Dictation: Pupils have regular opportunities for handwriting to support them with cursive writing. These are linked to statutory spelling words where possible. Pupils have regular opportunities for short dictation pieces which link to KS2 statutory spelling words. Grammar Progression: The majority of our grammar is woven into our writing units to help pupils contextualise their learning. Within our unit, pupils will learn how to use formal and informal language; modal verbs; passive voice (where appropriate); cohesive devices across paragraphs; relative clauses; commas for clarity; colons to introduce lists or explanations. They will use expanded noun phrases; prepositional phrases; varied sentence structures; fronted adverbials; relative clauses; commas after fronted adverbials; semicolons to link closely related ideas; ambitious vocabulary. They will use parenthesis using brackets, commas and dashes; rhetorical questions; modal verbs to express possibility; adverbs of possibility; varied punctuation for effect (ellipses, dashes, exclamation/question marks used purposefully); cohesion within paragraphs. They will use dialogue punctuation; cohesive devices between paragraphs;	Bespoke Definitions- Introduce words through explanations in everyday connected language, rather than dictionary definitions Purposeful variation- Provide several contexts in which the word can be used purposefully or for alternative meanings. Immediate Interaction- Build opportunities for pupils to interact with word meanings right away e.g., pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at? Repetition- Provide many encounters with target words, including through various contexts and retrieval activities Frayer models are also adapted and utilised to promote vocabulary acquisition Beck, I. et al. (2018)

			adverbials of time and place; active and passive voice for effect; relative clauses; semicolons, colons and dashes; commas to clarify meaning; consistent tense; subjunctive form (where appropriate). There may be occasion for some spaced practice where we review 'stand alone' grammar content in line with question level analysis.	
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Reading Lessons We immerse pupils in a broad and diverse literary landscape by exposing them to a wide range of genres, cultures, perspectives, and historical periods, including voices from our rich literary heritage. We select high-quality texts that complement our broad, balanced curriculum and world events. The complexity and sophistication of these, in style, content, and themes, progressively increase across and within year groups. Each term, our learning focuses on a 'spotlight' text that ties into a central theme, complemented by a variety of additional texts to offer a rich literary experience and expand students' viewpoints. Reading is taught as a whole-class approach and incorporates: • Decoding (phonics catch up interventions as required) • Fluency (accuracy, automaticity and prosody) • Vocabulary development • Reading comprehension skills, understanding and interpretation of text (VIPERS) • Textual analysis, critical thinking and discussion
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Writing Opportunities

Writing is taught within the stages of prewriting, drafting, revising, editing, evaluating, and publishing. From September to December, our pupils receive heavily scaffolded opportunities with increasing opportunities to take the lead and work more independently from January to July. Our SPAG long-term plan is incorporated into English sessions to fully embed the children's understanding of spelling, punctuation and grammar. Handwriting, dictation and spelling are taught weekly in Key Stage 2. Writing is regularly 'published' in students' portfolios, which encourages pupils to take great pride in their writing and to strive for excellence. There is a planned programme of cross-curricular writing opportunities in place across additional curriculum subjects.

Baseline assessment – Setting description task

Non Fiction – Letters in role (2 weeks)

Fiction – Setting descriptions (1 week), Internal monologue (1-2 weeks), Narrative (2-3 weeks)

Non Fiction – Survival guide (2 weeks)

Spelling Progression:

In the first two weeks, teachers will use their question level analysis findings from the Y3/4 spelling assessment to identify whole class spelling gaps or misconceptions during Autumn 1. We will also revisit statutory spelling words from Y3/4. Each teaching week begins with a low stakes spelling test and a 20 minute taught spelling session. Our pupils are given a list of words to practice at home. We use No Nonsense Spellings to support our planning and resourcing. Pupils have a dedicated 20 minute spelling session and low stakes test every Monday using NNS materials.

Review of core content from gap level analysis and words from statutory word lists (Y3/Y4/Y5/Y6)

Strategies for learning words: words ending '-able' and '-ible'

Words ending '-able'/'-ably', and '-ible'/'-ibly'

Adding suffixes beginning with vowels to words ending in '-fer'

Practise SATS practice- prefix revision and suffix revision

Structured Oracy

Oracy slides are used during cold calling to support pupils to form articulate responses.

We use 'Talk For Writing' approaches regularly within lessons and 'Reader's Theatre' opportunities. We have also embedded echo, choral and repeated reading within our classrooms. However, we also provide structured oracy opportunities (see below for examples)

Role Play:

Scenes from the text – take on the role of different characters.

Hot-Seating:

Act in role as the character to explore what you would include in your letter home.

Dramatic Reading:

Pupils have the opportunity to perform their setting descriptions to the class.

Performance Poetry:

Pupils will be given opportunities to perform poetry for an audience of classmates, assembly or parents.

Reading For Pleasure

Library visits 1 per fortnight (15 – 20 minutes) in tutor time

Book tasting session 1 per half term

Sponsored Read

Weekly Homework Tasks:

Each week, pupils must for read three times per week as a minimum and log their reads in their reading diaries, which parents/carers are asked to sign. Pupils must pass Accelerated Reade quizzes to earn points in our Reading Riches Reward Scheme.

Learning spelling words, which link to our low-stakes spelling test.

There is also an additional homework task: reading comprehension, vocabulary task, pre-reading task, grammar task or creative writing.