

Toft Hill Primary School
Year 6 English LTP

	Autumn Term	Spring Term	Summer Term
Class Texts	Skellig – David Almond Moth – Isobel Thomas A Christmas Carol – Charles Dickens	Macbeth – William Shakespeare The Girl of Ink and Stars - Kiran Millwood Hargrave	TBC
Handwriting (See Handwriting curriculum)	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters

Vocabulary, Grammar and Punctuation

- Fronted subordination using conjunctions, e.g. when, before, after, while, so, because.
- Building a rich vocabulary and using the following sentence structures: simple, compound and complex.
- To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.'
- To use relative clauses beginning with who, which, when, whose, that or an omitted relative pronoun.
- To use brackets, dashes or commas to indicate parenthesis.
- To use the semi-colon, colon and dash to mark the boundary between independent (main) clauses, e.g. 'It's raining; I'm fed up.'
- To use the colon to introduce a list and use semi-colons within lists.
- To understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little.
- To use layout devices, e.g. headings, sub-headings, columns, bullets, or table, to structure text.
- To use bullet points to list information.
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- To use the semi-colon, colon and dash to mark the boundary between independent (main) clauses, e.g. 'It's raining; I'm fed up.'
- To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence' and ellipsis.
- To use the passive to affect the presentation of information in a sentence, e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'.
- To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of question tags: 'He's your friend, isn't he?' or the use of subjunctive forms, such as 'If I were...' or 'Were they to come...' in some very formal writing and speech.

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- To use relative clauses beginning with who, which, when, whose, that or an omitted relative pronoun.
- To use brackets, dashes or commas to indicate parenthesis.
- To use the semi-colon, colon and dash to mark the boundary between independent (main) clauses, e.g. 'It's raining; I'm fed up.'
- To understand how hyphens can be used to avoid ambiguity, e.g. 'man eating shark' versus 'man-eating shark' or 'recover' versus 're-cover'
- To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out – discover; ask for – request; go in – enter.

Composition	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. • To evaluate and edit by assessing the effectiveness of his/her own and others' writing. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, this, firstly. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, balanced argument</p> <ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own – drawing on reading where necessary. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, this, firstly. • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining.
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<p style="text-align: center;">Spellings</p>	<ul style="list-style-type: none"> • Ambitious Synonyms: Adjectives • Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy • Adjectives ending in -ant into nouns ending in -ance/ -ancy • Adjectives ending in -ent into nouns ending in -ence/ -ency • Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. • Hyphens: To join compound adjectives to avoid ambiguity 	<ul style="list-style-type: none"> • ending in -able • ending in -ably • Week 4 • Word families based on common words, • Week 6 • Creating diminutives using prefixes micro- or mini- 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer • Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) • long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) • Word families based on common words, • Statutory Spelling Words 	<ul style="list-style-type: none"> • endings which sound like /shuhl/ after a vowel letter • endings which sound like /shuhl/ after a consonant letter • a 'soft c' spelt /ce/ • Word families based on common words, • Statutory Spelling Words 	<ul style="list-style-type: none"> • Words that can be nouns and verbs • Words that can be nouns and verbs • Words with a long /o/ sound spelt 'ou' or 'ow' • Words ending in -ible • Words ending in -ibly 	<ul style="list-style-type: none"> • Synonyms & Antonyms
<p style="text-align: center;">Reading Comprehension</p>	<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>	
<p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>						

Key Y3 VGP Objective
Key Y5 VGP Objective

Key Y4 VGP Objective
Key Y6 VGP Objective

