



Christ Church CE (c) Primary School  
**English Long Term Planning – Year 6**

<b>Area of study</b>	<b>Autumn Term Skills</b>	<b>Spring Term Skills</b>	<b>Summer Term Skills</b>
<b>Reading</b> <i>Applying Phonics</i>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>



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<p><b>Reading</b> <i>Reading for pleasure</i></p>	<p>I am familiar with a range of narrative genres including: classic and traditional stories, myths and legends, poems, play scripts, modern fiction and books from other cultures and traditions.</p> <p>I identify the elements included in a text type.</p> <p>I know that texts can have elements of more than one text type.</p> <p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I can explain why I enjoyed a book or poem and who might also enjoy it.</p> <p>I can make predictions using knowledge of the conventions of different genres and text types.</p> <p>I can record examples of words and language from reading to use in my own writing.</p> <p>I evaluate the usefulness of a non-fiction book to research questions raised.</p>	<p>I evaluate the usefulness of different non-fiction texts, by comparing how different writer's present the same information.</p> <p>I know that non-fiction texts may include a creative, fictional element.</p> <p>I understand that non-fiction texts may present the same information with different viewpoints.</p> <p>I identify the characteristics of a writer's style.</p> <p>I know that the word and language choices support the writer's purpose.</p> <p>I know that style and vocabulary are linked to the purpose of the text.</p> <p>I can comment on the effectiveness of the writer's use of language structures and techniques.</p> <p>I record examples of techniques and structures from reading to use in my own writing.</p>	<p>I can explain the characteristics of a writer's style, using evidence.</p> <p>I can explain how the word and language choices support the writer's purpose, using evidence.</p> <p>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>I can explain how the choices a writer has made about techniques and the structure of a text support the writer's purpose, using evidence.</p>
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<p><b>Reading</b> <i>Comprehension</i></p>	<p>I understand that there will be unfamiliar words in the texts I read.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p> <p>I use meaning-seeking strategies to explore the words in context.</p> <p>I ask questions to improve and deepen my understanding.</p> <p>I re-read to check that the text is meaningful.</p> <p>I know that a text may need to be read slowly or re-read to deepen my understanding.</p> <p>I retrieve, record and present information from non-fiction.</p> <p>I draw inferences such as inferring characters thoughts, feelings and motives from their actions.</p> <p>I make predictions from evidence found and implied.</p>	<p>I justify my inferences with evidence.</p> <p>I know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>I can find the different layers of meaning in a text.</p> <p>I can identify how meaning is enhanced through choice of words and phrases.</p> <p>I can identify how language, structure and presentation are related and contribute to meaning.</p> <p>I make comparisons within and across a range of books.</p> <p>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language and its impact on the reader.</p> <p>I can explain how different layers of meaning contribute to the reader’s understanding of the overall meaning, characters and themes.</p>	<p>I can explain how meaning is enhanced through choice of words and phrases.</p> <p>I can explain how language, structure and presentation are related and contribute to meaning.</p> <p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>I can explain how the context of a text reflects the reaction of the audience it was written for.</p>
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<p><b>Reading</b> <i>Justification of views</i></p>	<p>I give a personal point of view about a text.</p> <p>I can explain the reasons for a viewpoint, using evidence from the text.</p> <p>I listen to others' ideas and opinions about a text.</p> <p>I build on others' ideas and opinions about a text in discussion.</p> <p>I question others' ideas about a text.</p>	<p>I can make reasoned justifications for my views.</p> <p>I make connections between texts, which may not initially seem similar.</p> <p>I can explain why there are connections, using evidence.</p> <p>I can explain how there are common themes in different books, using evidence from reading.</p>	<p>I can explain the similarities and differences between different versions of texts.</p> <p>I identify themes in books, which have different cultural, social or historical contexts.</p>
<p><b>Reading</b> <i>Explaining and discussing own understanding</i></p>	<p>I find and identify key information from different parts of the text.</p> <p>I summarise key information in sentences and from different parts of the text.</p> <p>I present an oral overview or summary of a text.</p> <p>I understand the difference between fact and opinion.</p> <p>I find examples of fact and opinion in texts and explain why one example is fact and another is opinion.</p> <p>I can make a point, use evidence and explain my reasoning to respond to a question about a text.</p>	<p>I understand that a narrative can be told from different points of view – narrator, character.</p> <p>I identify the point of view in a narrative.</p> <p>I can explore how events are viewed from another perspective.</p> <p>I understand that the writer may have a viewpoint.</p> <p>I identify the writer's viewpoint, for example, how different characters are presented.</p> <p>I can explain the effect of the writer's viewpoint on the reader.</p> <p>I can comment on how the writer's intent affects the reader.</p> <p>I can identify the techniques used to create feelings, atmosphere, mood or messages.</p>	<p>I know that points of view can also be implied.</p> <p>I identify implied points of view.</p> <p>I can explain implied points of view, using evidence.</p> <p>I can explain the writer's viewpoint with evidence from the text.</p> <p>I can explain how the techniques used create feelings, atmosphere, mood or messages.</p>



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<p><b>Writing</b> <i>Handwriting</i></p>	<p>I can choose the writing implement that is best suited for a task.</p> <p>I can write legibly, fluently and with increasing speed.</p> <p>I choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>I can develop my own personal, fluent handwriting style.</p>	<p>I can choose the writing implement that is best suited for a task.</p> <p>I can write legibly, fluently and with increasing speed.</p> <p>I choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>I can develop my own personal, fluent handwriting style.</p>	<p>I can choose the writing implement that is best suited for a task.</p> <p>I can write legibly, fluently and with increasing speed.</p> <p>I choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>I can develop my own personal, fluent handwriting style.</p>
<p><b>Writing</b> <i>Composition</i></p>	<p>I can identify the audience and purpose for my writing.</p> <p>I can note and develop initial ideas, drawing on and summarising reading and research where necessary.</p> <p>I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event.</p> <p>I use expanded noun phrases to add detail, precision and qualification.</p> <p>I can use a thesaurus to develop word understanding and to explore synonyms and antonyms.</p> <p>In narratives, I can describe settings, characters and create atmosphere and I can use antonyms and synonyms to enhance the description.</p>	<p>I can use further organisational and presentational devices to structure text and to guide the reader e.g. <i>headings, bullet points, underlining.</i></p> <p>I can adapt the grammar, vocabulary, structure and form to suit the audience and purpose.</p> <p>I can use other similar writing as models for my own writing.</p> <p>I integrate dialogue to convey character and advance the action. (<i>inverted commas are used mostly correctly</i>)</p> <p>I can consider how authors have developed characters and settings and I understand how grammar and vocabulary choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing and propose changes to vocabulary, grammar</p>	<p>I can distinguish between the language of speech and writing and choose the appropriate register.</p> <p><i>Second drafts show my evaluative and reflective thinking, evidenced by thoughtful and effective changes to create effects and to impact on the reader.</i></p> <p>I can articulate what has influenced choices I have made in my writing e.g. books I have read.</p> <p>I can adapt and refine my vocabulary, grammar and punctuation choices to enhance effects and clarify meaning.</p>



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	I can proofread for spelling and punctuation errors to ensure a high level of accuracy.	and punctuation to enhance effects and clarify meaning.	
<b>Writing Spelling</b>	<p>I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a range of spelling strategies, not just phonics.</p> <p>I can spell most words with silent letters.</p> <p>I can distinguish between homophones and other words which are often confused.</p>	<p>I use further prefixes and suffixes, understanding the guidance for adding them.</p> <p>I can change verbs into nouns by adding suffixes – <i>sion, tion, ment</i></p> <p>I can use a hyphen to join a prefix to a root word.</p> <p>I can use my knowledge of morphology and etymology to help my spelling.</p>	<p>I understand that the spelling of some words needs to be learnt specifically.</p> <p>I can spell the vast majority of words that appear in the Y5/Y6 list.</p>
<b>Writing Punctuation</b>  <b>Full range accurately.</b>	<p>I use commas correctly to mark phrases and clauses, to clarify meaning or to avoid ambiguity.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I use semicolons, colons and dashes to mark boundaries between independent clauses.</p> <p>I can develop my use of all taught punctuation accurately, across a range of writing.</p>	<p>I can use the full range of punctuation correctly and when necessary use it precisely to enhance meaning and for effect.</p>
<b>Writing Grammar Y6 New terminology:  subject object active passive</b>	<p>I use the correct tense throughout a piece of writing.</p> <p>I ensure correct subject and verb agreement when using singular and plural.</p> <p>I use modal verbs to suggest degrees of possibility.</p> <p>I add precision, detail and qualification using prepositional phrases and adverbs.</p>	<p>I use a wide range of devices to build cohesion within and across sentences and paragraphs e.g. <i>pronouns, adverbials, conjunctions, similes, -ing, -ed, adverb openers, repetition of key words for effect, prepositional phrases, ellipses.</i></p> <p>I use a wide range of clause structures, sometimes varying their position within the sentence e.g. <i>Relative clauses, embedded clauses, subordinate and main clauses, adverbials and prepositional clause.</i></p>	<p>I can use modal verbs or adverbs to position an argument as well as to indicate degrees of possibility and certainty.</p> <p>I use passive verbs/voice to affect the presentation and emphasis of information in a sentence e.g. <i>I broke the window in the greenhouse / The window of the greenhouse was broken (by me).</i></p>



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<p><b>synonym antonym</b></p> <p><b>ellipsis</b></p> <p><b>hyphen</b></p> <p><b>colon</b></p> <p><b>semi-colon</b></p> <p><b>bullet points</b></p>	<p>I can effectively draft my work to enhance meaning and adapt my grammar choices for effect.</p>	<p>I recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>I can use a range of verb forms to create more subtle meanings.</p> <p>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p>
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<b>Speaking and Listening</b>	<p>I speak confidently and fluently in a range of situations, using formal and Standard English, if necessary.</p> <p>I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</p> <p>I take an active part in discussions and can take on different roles.</p> <p>I listen to, and consider the opinions of, others in discussions.</p> <p>I ask questions to develop ideas and take account of others' views.</p>	<p>I explain ideas and opinions giving reasons and evidence.</p> <p>I make contributions to discussions, evaluating others' ideas and respond to them.</p> <p>I sustain and argue a point of view in a debate, using the formal language of persuasion.</p> <p>I express possibilities using hypothetical and speculative language.</p>	<p>I perform my own compositions, using appropriate intonation, tone, volume and expression so that literal and implied meaning is clear to the audience.</p> <p>I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>