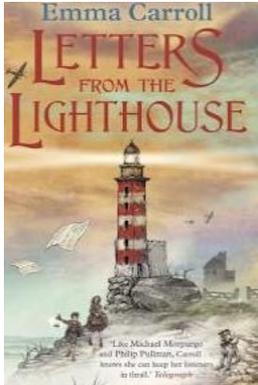
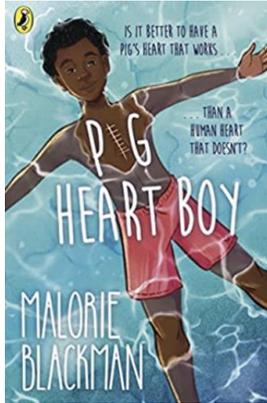
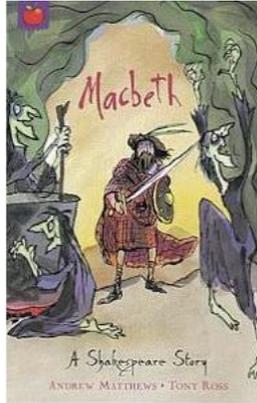
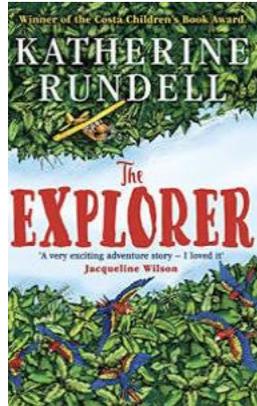
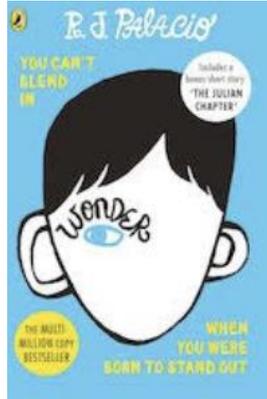


## Year 6- Writing long term plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Kensuke's Kingdom (Michael Morpurgo)</p> 	<p>Letters from the Lighthouse (Emma Carroll)</p> 	<p>Pig Heart Boy (Malorie Blackburn)</p> 	<p>Macbeth (William Shakespeare)</p> 	<p>Explorer (Katherine Rundell)</p> 	<p>Wonder (R.J. Palacio)</p> 
<p><u>Purpose</u></p>   <p><u>Outcomes</u> Recount Explanation</p>	<p><u>Purpose</u></p>    <p><u>Outcomes</u> Newspaper report Recount (diary) Debate</p>	<p><u>Purpose</u></p>   <p><u>Outcomes</u> Non-chronological report Narrative Poetry</p>	<p><u>Purpose</u></p>   <p><u>Outcomes</u> Narrative Persuasive – Balanced argument Recount</p>	<p><u>Purpose</u></p>    <p><u>Outcomes</u> Recount Persuasive Newspaper report</p>	<p><u>Purpose</u></p>   <p><u>Outcomes</u> Recount Formal letter/Informal Poetry</p>

<p><u>SPAG</u> Synonyms/ antonyms</p> <p>Subordinate phrases and clauses</p> <p>Ellipsis</p>	<p><u>SPAG</u> Informal speech and formal speech</p> <p>Passive voice/ active voice</p>	<p><u>SPAG</u> Linking ideas with cohesive devices</p> <p>Semi colon, colon and dash to mark the boundary between independent clauses</p>	<p><u>SPAG</u> Repetition of a word or phrases</p> <p>Hyphens to avoid ambiguity</p>	<p><u>SPAG</u> Subjunctive form</p> <p>Consolidate all prior grammar learning</p>	<p><u>SPAG</u> Consolidate all prior grammar learning</p>
<p><u>Spelling</u> Suffixes –ing –ed –er –est –ible – able –ion –ian – ant –ent –ous –y</p> <p>Double the constant before adding a suffix.</p> <p>Words containing the ough sound</p> <p>Orange words- communicate, community, committee, harass, occur, occupy</p>	<p><u>Spelling</u> Suffixes -less, -er, -ous, ly</p> <p>The <i>sh</i> sound spelt ti or ci</p> <p>The <i>sh</i> sound spelt si or ssi</p> <p>Orange words- profession, sufficient, correspond, apparently, opportunity</p> <p>Orange words- guarantee, queue, vehicle, mischievous,</p>	<p><u>Spelling</u> Silent letters</p> <p>The spellings ei and ie</p> <p>Words ending in –ible and –able</p> <p>Orange words- available, category, existence, controversy, explanation, identity, variety, ancient</p> <p>Hyphens</p> <p>Common mistakes- whose/ who’s, its/it’s,</p>	<p><u>Spelling</u> Plural nouns</p> <p>If a noun ends in s, ss, x, sh, ch (when pronounced <i>ch</i>) or tch we add –es to make it plural.</p> <p>If a noun ends in f or fe, we usually swap f or fe for v and then add –es.</p> <p>Orange words- government, conscience, twelfth, conscious, environment,</p>	<p><u>Spelling</u> Consolidation</p>	<p><u>Spelling</u> Consolidation</p>

Homophones	foreign, bargain, amateur, hindrance  Homophones	your/you're, theirs/ there's	parliament, shoulder, solider  Homophones		
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Key:

- Female author
- Male author
- Text which celebrates difference
- Text linked to historical period
- Classic text
  
- Play script
- Traditional tale