

Year 6 English Lesson Planning Tool
Starter Activities 10-15 minutes a day
 (Starter to English lesson or starter to the day)



Grammar

Punctuation	Sentence Structure	Word
<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] Manage shifts between levels of formality through selecting vocab precisely and by manipulating grammatical structures 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].

Terminology

subject, object, active, passive, synonym, antonym
 ellipsis, hyphen, colon, semi-colon, bullet points

Sentence Types As Year 5 and...

To be developed in the grammar section or the main part of the lesson.

<p>Secure use of simple / embellished simple sentences. Secure use of compound sentences. Secure use of complex sentences. Active and passive verbs to create effect e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>2 Pairs Sentences e.g. Exhausted and worried, cold and hungry, they did not know how much further they had to go. De: De (Description:Detail) e.g. The vampire is a dreadful creature: it kills by sucking all the blood from its victims. O.(I.) sentences e.g. She told the little girl not to be so naughty. (Inside, however, she secretly amused by what she had done.)</p>	<p>Some; others sentences e.g. Some people love football; others just can't stand it.</p> <p>Getting Worse / Getting Better sentence: E.g: How would you feel if your child was hurt, maimed or even killed by a car?</p> <p>IF, if, if, then sentences e.g. If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</p>
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Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Main part 45-50 minutes a day

Composition

- Pupils should be taught to:
- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Text Cohesion

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]