

English Modules – Year 6

	Term 1			Term 2			Term 3			
Narrative	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next); action writing. (4 weeks)		‘Take One Book’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Fiction Genres Extending Narrative Focus on settings; use of different media including a non-linear text. (5 weeks)		‘Take One Book’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Focus on Study Skills (4 weeks) Assessment Week (1 week)	‘Take One Book’ (extended book study over 2 weeks) A range of written outcomes, linked with fiction/non-fiction modules covered across the year		
Final written outcomes	A story with a flashback. A story with an historical setting.			A single extended narrative, or several narratives on a similar theme, each developing a key narrative technique (including an assessed piece of work).						
Texts and excerpts:	Rose Blanche (Ian McEwan), Letter From the Lighthouse (Emma Carroll), Once (Morris Gleitzman), Anne Frank’s Diary, The Boy in the Striped Pyjamas (John Boyne), The Boy at the Top of the Mountain (John Boyne) Little Match Girl (Hans Christian Anderson)			Myst (computer program), Alma (short film) A View to a Kill (James Bond Car Chase Film Clip), Harry Potter- The Prisoner of Azkaban (J.K Rowling)					Boy in a girl’s bathroom (Louis Sachar)	
Non-fiction	Biographical and Autobiographical Writing (3 weeks)	Recounts: Newspapers/Journalistic Writing (3 weeks)		Language study: conveying formality (2 weeks)	Persuasion and Discussion (3 weeks)				Debating skills (1 week)	
Final written outcome	Write an historical biography linked to history studies; autobiographical stories.	Write in role, adapting distinctive voices; perform a news report; write newspaper article based on a text.	Use standard English appropriately; evaluate its effectiveness	Construct an argument in note form or full text to persuade others of a point of view and present the case	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and					

				Various written outcomes demonstrating various different levels of formality	to the class or a group ; a debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints				present points of views		
Texts and excerpts:	Street Child (Berlie Doherty) Anne Frank's Diary	Dangle (Short Film); LaRue Various newspapers		LaRue	Henry V (Shakespeare); The True Story of the Three Little Pigs (Jon Scieszka)						
Poetry	Vocabulary Use of imagery (1 week)	Structure (1 week)		Vocabulary building (1 week)			Take one poet - Poetry appreciation (1 week)				
Final outcome:	Read, write and perform free verse	Read and respond		Read, write and perform free verse			Research a particular poet Personal responses to poetry Recite familiar poems by heart				
Class books (read aloud): Wonder (RJ Palacio); The Ethan I was Before (Ali Standish); A Monster Calls (Patrick Ness)											