

English Long Term Plan – Year 6 Sheredes Primary School 2023-24

| | Autumn Term | Spring Term | Summer Term |
|--|--|--|---|
| Narrative | Stories with a historical setting – Focus on reviewing key narrative techniques e.g. creating settings, atmosphere and characterisation | Narratives with a suspense genre Focus on building atmosphere using a range of techniques, and begin to explore alternative perspectives within a story | Narratives set in imaginary worlds Focus on settings, and using dialogue for characterisation and to advance the action |
| Suggested final written outcome | <ol style="list-style-type: none"> 1. A story with a flashback (Grandad's story set in WWII) 2. A story with a historical setting linked to the Victorian era (based on The Little Match Girl) | <ol style="list-style-type: none"> 1. Variety of shorter pieces of writing building suspense (based on The Night of The Gargoyles) 2. Independent extended narrative (based on 'Alma') | <ol style="list-style-type: none"> 1. Character descriptions incorporating speech 2. Independent extended narrative (based on the story of 'Rock, Paper, Scissors') |
| Possible Texts | <i>Rose Blanche (Ian McEwan), Letter From the Lighthouse (Emma Carroll), Once (Morris Gleitzman), Anne Frank's Diary, Little Match Girl (Hans Christian Anderson)</i> | <i>Night of The Gargoyles by Eve Bunting</i> <i>Alma – visual text</i> <i>Harry Potter- The Prisoner of Azkaban film clip (J.K Rowling), The Graveyard Book (Neil Gaiman in GR)</i> | <i>Harry Potter and The Deathly Hallows (video clip), Broken: Rock, Paper, Scissors (short animated film)</i> |

| Non-fiction | Recounts Newspaper reports | Biographies | Discussion | Non-chronological reports and explanations | Non-chronological reports | Language study: conveying formality |
|--|---|---|--|---|---|---|
| Suggested final written outcome | Write in role, adapting distinctive voices; perform a news report; write newspaper article based on the sinking of The Titanic. Independent news report based on the events in 'Dangle' | Write a historical biography linked to history and science studies (Charles Darwin & Queen Victoria); an autobiographic account. | Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group ; a debate followed by a write- up which presents and evaluates the opinions of multiple differing viewpoints 1. 'Should Mr A. T. Wolf be released from prison?'; 2. 'Should coral reefs be used by tourists and industry?' | 1. Non-chronological report based on the circulatory system with elements of an explanation text (journey of a drop of blood) 2. A non-chronological report based on our geography topic of volcanoes, earthquakes and natural disasters. | Formal non- chronological report in the style of Arthur Spiderwick's Field Guide. | Use standard English appropriately; evaluate its effectiveness Write letters of complaint in various contexts using formal language and grammatical features |
| Possible Texts | <i>Titanic newspaper reports Various newspapers Dangle (writing stimulus)</i> | <i>Anne Frank's Diary Boy – Roald Dahl Excerpts from Charles Dickens' biography and Tom Daley's biography</i> | <i>Henry V (Shakespeare); The True Story of the Three Little Pigs (Jon Scieszka)</i> | <i>Variety of WAGOLLS</i> | <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You by Tony DiTerlizzi and Holly Black</i> | <i>The Jolly Postman by Janet & Allan Ahlberg Variety of WAGOLLS</i> |

| | | | |
|---|--|---|--|
| Poetry | Poems to Perform Poetry appreciation (to include narrative poems) (2 weeks) | Language Play (1 week) | Poetry recital (1 week) |
| Suggested outcome | Take a structure, innovate using poetic techniques and perform. | Write and perform free verse during Slam Poetry. Study & write reverse poetry (Book Week workshops) | Children listen to, rehearse and can recite/perform the poetry of William Wordsworth |
| Possible Poems | <i>The Seven Sorrows by Ted Hughes & various others</i> <i>Poetry by William Blake, Robert Louis Stevenson & other Victorian contemporary poets</i> | <i>Various poems by Maya Angelou including 'Caged Bird'</i> <i>Various poems by Joseph Coelho</i> <i>Refugee by Brian Bilston</i> | |
| 'Take One Book' (1 week in Autumn) One (or more) written outcomes, linked with fiction modules already covered during the term <i>Narrative outcome – continue story (alternative endings)</i> <i>Based on The Island by Armin Greder</i> | | 'Take One Book' (1 week in Spring) One (or more) written outcomes, linked with fiction modules already covered during the term <i>Narrative outcome – setting description</i> <i>Based on The Viewer by Gary Crew and Shaun Tan</i> | |

Class novels / Read aloud books [not in chronological order]:

- *High Rise Mystery by Sharnia Jackson*
- *Orphans of The Tide by Struan Murray*
- *How I Saved The World In A Week by Polly Ho-Yen*