

## English Long Term Plan – Year 6 Sheredes Primary School 2025-26

	Autumn Term		Spring Term		Summer Term	
<b>Narrative</b>	<b>Stories with a historical setting –</b> Focus on reviewing key narrative techniques e.g. creating settings, atmosphere and characterisation		<b>Narratives with a suspense genre</b> Focus on building atmosphere using a range of techniques, and begin to explore alternative perspectives within a story		<b>Narratives set in imaginary worlds</b> Focus on settings, and using dialogue for characterisation and to advance the action	
<b>Suggested final written outcome</b>	<ol style="list-style-type: none"> <li>1. A story with a flashback (Grandad's story set in WWII)</li> <li>2. A story with a historical setting linked to the Victorian era (based on The Little Match Girl)</li> </ol>		<ol style="list-style-type: none"> <li>1. Variety of shorter pieces of writing building suspense (based on The Night of The Gargoyles)</li> <li>2. Independent extended narrative (based on 'Alma')</li> </ol>		<ol style="list-style-type: none"> <li>1. Character descriptions incorporating speech</li> <li>2. Independent extended narrative (based on the story of 'Rock, Paper, Scissors')</li> </ol>	
<b>Possible Texts</b>	<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>	
<b>Non-fiction</b>	<b>Recounts</b> <b>Newspaper reports</b>	<b>Biographies</b>	<b>Discussion</b>	<b>Non-chronological reports and explanations</b>	<b>Non-chronological reports</b>	<b>Language study: conveying formality</b>
<b>Suggested final written outcome</b>	Write in role, adapting distinctive voices; perform a news report; write newspaper article	Write a historical biography linked to history and science studies	Construct an argument in note form or full text to persuade others of a point of view and present the case	<ol style="list-style-type: none"> <li>1. Non-chronological report based on the circulatory system with elements of an explanation text (journey of a drop of</li> </ol>	Formal non-chronological report in the style of Arthur Spiderwick's Field Guide.	Use standard English appropriately; evaluate its effectiveness

	based on the sinking of The Titanic. Independent news report based on the first moon landing in 1969	(Charles Darwin & Queen Victoria); an autobiographic account.	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?'	blood) 2. A non-chronological report based on our geography topic of volcanoes, earthquakes and natural disasters.		Write letters of complaint in various contexts using formal language and grammatical features
<b>Possible Texts</b>	<i>Titanic newspaper reports</i> <i>Various newspapers</i> <i>The first moon landing (various recounts)</i>	<i>Anne Frank's Diary</i> <i>Boy – Roald Dahl</i> <i>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 &amp; Allan Ahlberg</i>  <i>Variety of WAGOLLS</i>
<b>Poetry</b>	<b>Poems to Perform</b> Poetry appreciation (to include narrative poems) <b>(2 weeks)</b>		<b>Language Play</b> <b>(1 week)</b>		<b>Poetry recital</b> <b>(1 week)</b>	
<b>Suggested outcome</b>	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 &amp; various others</i> <i>Poetry by William Blake, Robert Louis Stevenson &amp; 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>	
<b>'Take One Book' (1 week in Autumn)</b>  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>		<b>'Take One Book' (1 week in Spring)</b>  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]:

- *Orphans of The Tide by Struan Murray*
- *Holes by Louis Sachar*
- *The Final Year by Matt Goodfellow*