

## English Long Term Plan – Year 6 Sheredes Primary School 2026-27

|                                        | Autumn Term                                                                                                                                                                                                            |                                        | Spring Term                                                                                                                                                                                                                                                                                                                                |                                                                                 | Summer Term                                                                                           |                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Narrative</b>                       | <b>Stories with a historical setting –</b><br>Focus on reviewing key narrative techniques e.g. creating settings, atmosphere and characterisation                                                                      |                                        | <b>Narratives set in imaginary worlds</b><br>Focus on settings, and using dialogue for characterisation and to advance the action<br><br><b>Narratives with a suspense genre</b><br>Focus on building atmosphere using a range of techniques, dialogue for characterisation, and begin to explore alternative perspectives within a story. |                                                                                 | <b>Narratives with a suspense genre (continued)</b>                                                   |                                                  |
| <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 to evoke character and atmosphere (variety of stimuli)</li> <li>2. Independent extended narrative (based on the story of 'Rock, Paper, Scissors')</li> </ol>                                                                                                |                                                                                 | <ol style="list-style-type: none"> <li>1. Independent extended narrative (based on 'Alma')</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<br/>                     Harry Potter- The Prisoner of Azkaban film clip (J.K Rowling); Harry Potter and The Deathly Hallows (video clip), Broken: Rock, Paper, Scissors (short animated film)</i>                                                                                                |                                                                                 | <i>Alma – visual text</i>                                                                             |                                                  |
| <b>Non-fiction</b>                     | <b>Recounts</b><br><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</b>         | Write in role, adapting distinctive voices; perform a news                                                                                                                                                             | Write a historical biography linked to | Construct an argument in note form or full text to persuade others of                                                                                                                                                                                                                                                                      | 1. Non-chronological report based on the circulatory system with elements of an | Formal non-chronological report in the style of Arthur                                                | Use standard English appropriately; evaluate its |

|                          |                                                                                                                                      |                                                                                                                                   |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                  |                                                                                                               |                                                                                                                    |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>outcome</b>           | report; write newspaper article based on the sinking of The Titanic. Independent news report based on the first moon landing in 1969 | history and science studies (Charles Darwin & Queen Victoria); an autobiographic account.                                         | 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<br><br>1. 'Should Mr A. T. Wolf be released from prison?';<br>2. 'Should coral reefs be used by tourists and industry?' | explanation text (journey of a drop of blood)<br><br>2. A non-chronological report based on our geography topic of volcanoes, earthquakes and natural disasters. | Spiderwick's Field Guide for a chosen animal                                                                  | effectiveness<br><br>Write letters of complaint in various contexts using formal language and grammatical features |
| <b>Possible Texts</b>    | <i>Titanic newspaper reports</i><br><i>Various newspapers</i><br><i>The first moon landing (various recounts)</i>                    | <i>Anne Frank's Diary</i><br><i>Boy – Roald Dahl</i><br><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><br><br><i>Variety of WAGOLLS</i>                             |
| <b>Poetry</b>            | <b>Poems to Perform</b><br>Poetry appreciation (to include narrative poems)<br><b>(2 weeks)</b>                                      |                                                                                                                                   | <b>Language Play</b><br><b>(1 week)</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                  | <b>Poetry recital</b><br><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><br><i>Poetry by William Blake, Robert Louis Stevenson &amp; other Victorian contemporary poets</i> | <i>Various poems by Maya Angelou including 'Caged Bird'</i><br><i>Various poems by Joseph Coelho</i><br><i>Refugee by Brian Bilston</i>                                                                                                                     |  |
| <b>'Take One Book' (1 week in Autumn)</b><br><br>One (or more) written outcomes, linked with fiction modules already covered during the term<br><br><i>Narrative outcome – continue story (alternative endings)</i><br><i>Based on The Island by Armin Greder</i> |                                                                                                                                                                | <b>'Take One Book' (1 week in Spring)</b><br><br>One (or more) written outcomes, linked with fiction modules already covered during the term<br><br><i>Narrative outcome – setting description</i><br><i>Based on The Viewer by Gary Crew and Shaun Tan</i> |  |

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

- *The Name of This Book Is Secret by Pseudonymous Bosch*
- *Holes by Louis Sachar*
- *The Final Year by Matt Goodfellow*