

English Modules – Year 6 Sheredes Primary School 2021-22

	Autumn Term		Spring Term		Summer Term	
Narrative	<p>Stories with a historical setting – Focus on reviewing key narrative techniques e.g. creating settings, atmosphere and characterisation</p>		<p>Narratives with a suspense genre Focus on building atmosphere using a range of techniques, and begin to explore alternative perspectives within a story</p>		<p>Narratives set in imaginary worlds Focus on settings, and using dialogue for characterisation and to advance the action</p>	
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	<p><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></p>		<p><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></p>		<p><i>Harry Potter and The Deathly Hallows (video clip), Broken: Rock, Paper, Scissors (short animated film)</i></p>	
Non-fiction	<p>Recounts Newspaper reports</p>	<p>Biographies</p>	<p>Discussion</p>	<p>Non-chronological reports and explanations</p>	<p>Non-chronological reports and recounts</p>	<p>Language study: conveying formality</p>
Suggested final written outcome	<p>Write in role, adapting distinctive voices; perform a news report; write newspaper article</p>	<p>Write a historical biography linked to history and science studies</p>	<p>Construct an argument in note form or full text to persuade others of a point of view and present the case</p>	<ol style="list-style-type: none"> 1. Non-chronological report based on the circulatory system with elements of an explanation text (journey of a drop of 	<ol style="list-style-type: none"> 1. A non-chronological report based on our earlier geography topic of 	<p>Use standard English appropriately; evaluate its effectiveness</p>

	based on the sinking of The Titanic. Independent news report based on the events in 'Dangle'	(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. Construct a non-chronological report with an explanation element based on the respiratory system	volcanoes, earthquakes and natural disasters. 2. A recount (in newspaper report format) of a historic natural disaster e.g. eruption of Mount Vesuvius	Write letters of complaint in various contexts using formal language and grammatical features
Possible Texts	<i>Titanic newspaper reports</i> <i>Various newspapers</i> <i>Dangle (writing stimulus)</i>	<i>Anne Frank's Diary</i> <i>Boy – Roald Dahl</i> <i>Excerpts from Charles Dickens' biography</i>	<i>Henry V (Shakespeare); The True Story of the Three Little Pigs (Jon Scieszka)</i>	<i>Variety of WAGOLLS</i>	<i>Variety of WAGOLLS</i>	<i>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 (Book Week workshop)		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 &</i>		<i>Various poems by Maya Angelou including 'Caged Bird'</i> <i>Various poems by Joseph Coelho</i>			

	<i>other Victorian contemporary poets</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]:

- *Orphans of The Tide* by Struan Murray
- *Can You See Me?* By Libby Scott & Rebecca Westcott
- *How I Saved the World in a Week* by Polly Ho-Yen

See also Literature Spine.