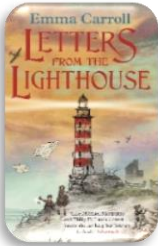
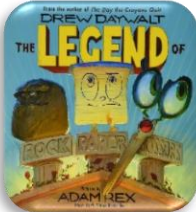
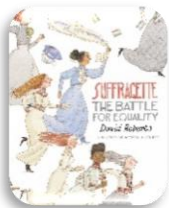


Year 6 English Long-Term Planning

Autumn 1 (7wks)	Autumn 2 (7 wks)	Spring 1 (5.5 wks)	Spring 2 (6 wks)	Summer 1 (6wks)	Summer 2 (6.5wks)
Writing outcome 1: (2 weeks) Outcome: Diary Text:  Stimuli: Videos Subject link: Geography: The Galapagos islands Experience/trips/visits: Role play/drama	Writing outcome 1: (4 weeks) Outcome: Short horror story Stimuli:  Stimuli: Horror stories: The Wild Boy, Goosebumps, The Night Bus Experience/trip/visit: Explore spooky settings and characters. Drama/role play, set design in art.	Writing outcome 1: Outcome: Explanation text Text:  Stimuli: videos Subject link: Science: Light	Writing outcome 1: Outcome: Biography Text:  Stimuli: WW2, Noor Inayat Khan Subject link: History: WW2 Experience/trip/visit: Fusilier museum trip War time museum box	Writing outcome 1: Outcome: Descriptive recount Text:  Stimuli: WW2 topic and storyline. Live footage, videos, recounts from Blitz survivors. Subject link: History: World War II Experience/trip/visit: Fusilier museum trip War time museum box	Writing outcome 1: Outcome: Narrative Text:  Stimuli: The film, characters in the book. Experience/trip/visit: Drama and role play
Focus teaching: Oracy – hot seating the diarist R: To write a diary extract which describes feelings of the isolated man and helps the reader understand the character A: The man on the island (himself) F: emotive language, figurative language (show not tell for feelings), reflective techniques (rhetorical questions), chronological order, time adverbials, relative clauses, parentheses, personal	Focus teaching: Oracy: drama activity of Fliss and friends. R: To write a narrative extract as Fliss which builds tension and conveys character and moves action along. A: young adults F: character establishment, well-structured with suspense/atmosphere (short sentences/power of 3), dialogue to convey character and move action, inverted commas, range of openers, setting and atmosphere description, (adverbs/prepositional phrases),	Focus teaching: Oracy: in pairs explain the steps of the explanation R: To write an explanation text detailing the stages and processes involved in sight A: Explanation for science magazine. F: well organised paragraphs, appropriate tense, technical vocabulary, conjunctions, adverbials of time/manner, relative clauses, conjunctive adverbs, cause and effect, hyphenated words, parenthesis,	Focus teaching: Oracy: hot seat NIK and family and workmates R: To write a biography which explains the importance of an historical WW2 female figure – Noor Inayat Khan A: Biography class collection for Year 5 F: past tense, facts, fronted adverbials, paragraphing, , apostrophes for possession, homophones (their) organisational features, conjunctions (cohesive devices), relative clauses, parenthesis, direct/ indirect	Focus teaching: Oracy: Discussion about the impact of the Blitz, roleplay a conversation on the night after the Blitz R: To write a description of the impact of the blitz on London from the point of view of a child. A: young adults F: figurative language to create imagery, use of dashes, commas between clauses, varied length of sentences, short sentences for effect, ellipses, ambitious vocabulary to create atmosphere, expanded noun	Focus teaching: Oracy – drama activity or small group discussion of the incident R: to write a narrative based on when scissors and rock meet. A: Stanley (himself) F: emotive language, figurative language (show not tell for feelings), short sentences for effect. Rhetorical questions, personal pronouns, apostrophe for omission and possession, character established, fronted

Year 6 English Long-Term Planning

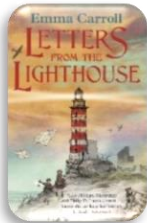
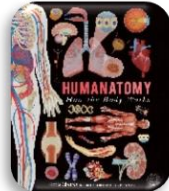
pronouns, character established T: informal, personal, emotive, reflective, descriptive, 1st person, present tense for emotions GDS: Perspective of the diarist is maintained and there is a focus on key events and not narration of events. Range of grammar is correct. Variety of sentence length.	figurative language, relative clauses, conjunctions, noun phrases T: mix of formal and informal, suspenseful, scary, 3rd person. GDS: Story telling is effective and both atmosphere and characterisation are highly effective. A sense of tension and suspense is created Effective dialogue	evaluative adverbs, passive voice, clear opening statement, chronological logical order, clear steps. T: formal, chronological, impersonal, factual GDS: Formality maintained Coherence and coverage of key points Appropriate use of technical language	quotes, passive verbs, causal conjunctions, effective summary/section, use of semi-colons and colons T: formal, factual, chronological, third person GDS: Consider asking GDS to select own influential person e.g. Nicolas Winton Key events selected Legacy and impact well expressed Headings selected to match the content of paragraphs	phrases, paragraphing, conjunctions and prepositions for time and cause, dialogue to advance action. T: past tense, 1st person, emotive and reflective, descriptive GDS: Emotive language used Perspective of the character is mentioned Effective language including figurative language used	adverbials, cohesive paragraphs, relative clauses T: informal, personal, emotive, reflective, 1st descriptive, 1st person, present tense for emotions GDS: Story telling is effective for genre Good character descriptions Effective dialogue that conveys character and moves action
Writing outcome 2: Outcome: Persuasive letter Text:  Stimuli: Artwork/inference, the story Subject link: Geography: The Galapagos islands Experience/trip/visit: Drama/ role play/ debating	Writing outcome 2: (3 weeks) Outcome: Speech by a Suffragette Text:  Stimuli: The Suffragette movement, videos, articles, photos. Subject link: History: The Suffragette Movement Experience/trip/visit: Explore other female activists.	Writing outcome 2: Outcome: Story Text:  Stimuli: Video clip Subject link: PSHE stereotypes	Writing outcome 2: Outcome: Persuasive letter Text:  Stimuli: PSHE, e-safety Experience/trip/visit: YouTube videos	Writing outcome 2: Outcome: Non-chron report- Kindertransport/ WWII children?? OR letter to parents from the government explaining why evacuation and arrangements Text:  Stimuli: World War Two topic Experience/trip/visit: Holocaust Museum	Writing outcome 2: Outcome: Formal letter Text:  Stimuli: Characterisation and dialogue. Experience/trip/visit: Role play/drama



Year 6 English Long-Term Planning

Focus teaching: Oracy: work in pairs or groups to consider what could be in the latter. Drama based on an encounter with the mayor R: To write a letter of persuasion to the mayor which encourages him to change how the island operates A: The residents of the Island F: modal verbs, causal conjunctions, subjunctive form, persuasive techniques (e.g. flattery, rhetorical questions), paragraphs T: Persuasive, formal, polite but clear, assertive, first person, present perfect verb form GDS: Evidence of good use of persuasive language techniques Formal tone mentioned throughout	Focus teaching: Oracy: Discussion of the content of the speech and then improvisation of the speech and some heckling from the pretend audience. R: To write a persuasive speech from the point of view of a Suffragette to be used at a rally to promote universal suffrage for women. A: The people attending a rally F: Persuasive techniques used, relative and subordinate clauses, parenthesis, passive voice, conjunctive adverbs, commas to separate clauses, organisation – paragraphs, subheadings, cohesive devices. T: formal, third person, informative, factual, non-chronological and descriptive GDS: Maintains the perspective of Suffragette Very good use of a range of persuasive features Very good range of sentence styles.	Focus teaching: Oracy: orally rehearse dialogue in pairs or small groups R: To write a short narrative, which focuses on dialogue to convey character and advance the action. A: young adults F: character establishment, well-structured, dialogue to convey character and move action, inverted commas, range of openers, setting and atmosphere description, (adverbs/prepositional phrases), figurative language, relative clauses, conjunctions, nouns and pronouns, noun phrases T: mix of formal and informal, 3rd person. GDS: Story telling is effective for genre Good character descriptions Effective dialogue that conveys character and moves action	Focus teaching: Oracy: Role play the interview with owner of YouTube or parents and pupils R: To write a letter of persuasion to convince the owner of YouTube to rethink his decision on access for under 13s. A: YouTube directors (Neal Mohan) F: modal verbs, causal conjunctions, subjunctive form, persuasive techniques (e.g. flattery, rhetorical questions), paragraphs, a range of cohesive devices (e.g. adverbs of possibility, conjunctive adverbs), introduce some use of colons/semi-colons, parenthesis, active and passive voice, an introduction to hook the reader, clear and engaging introduction, conclusion which summarises main ideas and reiterates opinion T: Persuasive, formal, polite but clear, assertive, first person, present perfect verb form GDS: Evidence of good use of persuasive language techniques Formal tone maintained throughout Range of sentence types	Focus teaching: Oracy: Interview some children who came on the transport about their reasons for leaving home R: to explain what the Kindertransport was and why it was needed, and its impact on children who were lucky enough to get a place. A: historical book for school library F: relative and subordinate clauses, parenthesis, passive voice, conjunctive adverbs, commas to separate clauses, organisation – paragraphs, subheadings, cohesive devices, variety of sentence structures, colons and semi-colons. T: formal, third person, informative, factual, non-chronological and descriptive GDS: Formality maintained but empathy evidenced Factual and informative language of writing not spoken word. Accurate explanation and inclusion of most important aspects	Focus teaching: Oracy: Role play a Q&A session with the author or characters from the book R: to write a letter to the author on the impact the book has had A: Write a letter to the author explaining why you liked the book and asking about future books/poetry and /or giving suggestions F: modal verbs, causal conjunctions, subjunctive form, persuasive techniques (e.g. flattery, rhetorical questions), paragraphs T: formal, use of appropriate tense GDS: Evidence of formality throughout the letter but evidence of genuine engagement from the writer and understanding of the purpose of the book Good use of evidence from the text for effect
--	---	--	--	--	--

Year 6 English Long-Term Planning

Writing outcome 3: Outcome: Biography – Charles Darwin Text:  Stimuli: Science/Geography Lessons Subject link: Geography: The Galapagos islands, Science: Evolution	Writing outcome 3: Outcome: Formal Letter of complaint – Santa's Workshop Text:  Stimuli: Christmas Telephone call between the letter writer and recipient.	N/a	Writing outcome 3: Outcome: Informal letter Text:  Stimuli: WW2 topic and storyline – Missing sister Subject link: History: World War II Experience/trip/visit: Role play/drama Fusilier museum trip War time museum box	Writing outcome 3: Is this likely to happen? Outcome: Speech Text:	Writing outcome 3: Outcome: Explanation text Text:  Stimuli: The circulatory system, non-fiction books, videos, pictures Subject link: Science: The circulatory system Experience/trip/visit: VR workshop
Focus teaching: Oracy: Hotseat or Q&A people who knew Charles Darwin R: To write a biography based on the historical figure Charles Darwin which links to his discoveries: The Theory of Evolution A: Year 6 pupils F: Effective introduction (5Ws), time/fronted adverbials, accurate tenses, passive voice, relative clauses, commas for clarification, parentheses, apostrophes for omission and possession, its/it's, T: chronological, Factual, third person, formal, informative, present perfect	Focus teaching: Oracy: Mock discussion with Fr Christmas or the elves or in pairs role play an interview the elves R: To write a letter of complaint which highlights issues faced by elves in workshop and offers suggestions for improvements A: Santa F: modal verbs, causal conjunctions, subjunctive form, persuasive techniques (e.g. flattery, rhetorical questions), paragraphs, a range of cohesive devices (e.g. adverbs of possibility, conjunctive adverbs), introduce some use of colons/semi-colons, parenthesis, active and passive voice T: Persuasive, formal, polite but	N/a	Focus teaching: Oracy: Role play a phone conversation between the letter writer and the recipient R: To write a letter of persuasion, encouraging Sukie to return to her family A: Olive to her sister F: emotive language, questions, commas between clauses, well organised, technical language, adverbials, apostrophes, modal verbs (shant) T: Informal, voice to suit the era 'Mother and Father, wireless', 1st person, present perfect tense, personal. GDS: Letter shows real understanding of the writer and empathy for the recipient	Focus teaching: Oracy: hotseat the speaker and ask questions about key issues or events R: to discuss A: Year 6 F: clear opening paragraph, own viewpoint, arguments supported with evidence, motivational devices selected appropriately, cohesive devices, multi-clause sentences, conjunctive adverbs, concluding summar6y of key points T: formal, correct tense	Focus teaching: Oracy: In pairs orally explain what happens in the circulatory system. R: To write an explanation text which documents the components of blood and the processes involved in the circulatory system A: Explanation for science magazine. F: well organised paragraphs, appropriate tense, technical vocabulary, conjunctions, adverbials of time/manner, relative clauses, conjunctive adverbs, cause and effect, hyphenated words, parenthesis, evaluative adverbs, passive voice, clear opening statement, chronological logical order, clear steps,



Year 6 English Long-Term Planning

GDS: Formality of piece maintained Key events selected Legacy and impact well expressed Headings selected to match the content of paragraphs	clear, assertive, first person, present perfect verb form GDS: Formality and tone maintained Wide range of persuasive techniques used effectively Use of evidence to support argument Written in role throughout		RED INSTEAD?		commas to clarify meaning and avoid ambiguity, some use of semi-colons/colons/dashes. T: formal, chronological, impersonal, factual GDS: Formality Clarity of explanation Technical language used effectively Consider writing from the point of view of a red blood cell
N/a	N/a	N/a	N/a	N/a	Poetry unit: Outcome: Free verse Text: Subject link: PSHE: British Values
N/a	N/a	N/a	N/a	N/a	Focus teaching: R: to entertain A: Year 6 F: figurative language, expanded noun phrases, punctuation, clear structure, descriptive, rhythmic patterns T: Informal, correct tense



Year 6 English Long-Term Planning

Accompanying texts: Use for GR /classroom library/ cross curricular reading/WAGOLLS - Medical article– leprosy - The island at the end of everything (Millwood Hargrave) - Amazing islands (Sabrina Weiss) http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/KS2%20Exercise%203%20Pupil%20Scripts%202019.20.pdfThe origin of species (Sabina Rodeva) - Moth (Isabel Thomas) - Evolution Revolution (DK) - Amazing Evolution (Anna Claybourne) - When the wales walked (Dougal Dixon) - Complete comprehension	Accompanying texts: Use for GR /classroom library/ cross curricular reading/WAGOLLS - Wild boy (Rob Jones) - The Night Bus (Anthony Horowitz) - Goosebumps series - Alma - Short (Kevin Crossland) - Emmeline Pankhurst (Big people little dreams) - Herstory (Katherine Halligan) https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/ https://kids.britannica.com/kids/article/Emmeline-Pankhurst/631712		Accompanying texts: Use for GR /classroom library/ cross curricular reading/WAGOLLS - Letters/accounts from Blitz survivors: https://www.coventrytelegraph.net/news/coventry-news/coventry-blitz-survivor-letter-3016893 https://www.coventry.gov.uk/info/217/coventry_blitz/2611/coventry_blitz_photos_and_videos/4 https://www.iwm.org.uk/history/10-incredible-stories-of-bravery-during-the-blitzhttps://www.bbc.co.uk/history/historic_figures/inayat_khan_noor.shtml - Evacuation in WWII - Letters to loved ones away at war	Accompanying texts: Use for GR /classroom library/ cross curricular reading/WAGOLLS - short stories showing dialogue http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/KS2%20Exercise%203%20Pupil%20Scripts%202019.20.pdf	Accompanying texts: Use for GR /classroom library/ cross curricular reading/WAGOLLS - DK Find out Human Body 100 facts about the human body (Miles Kelly) 100% human body - DK Find out Human Body 100 facts about the human body (Miles Kelly) 100% human body https://www.youvisit.com/tour/melissa.jimenez http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/KS2%20Exercise%203%20Pupil%20Scripts%202019.20.pdf

The Final Year – letter to author on impact the book has had, dialogue based on the book as it is written in the verse.

Rather than non-chron on Kindertransport - Letter from government to parents explaining why been evacuated and arrangements.



Make sure teachers send LTP to SD/JH

Year 6 English Long-Term Planning