

**English – Year 6**

| Term 1 Class book Goodnight Mr Tom, Michelle Magorian |  |   |   | Term 2 Class book Oh Freedom by Francesco D'Adamo -   |  |  |   | Term 3 Class Book - Nowhere Emporium by Ross MacKenzie   |  |  |                                    |
|---|--|---|---|---|--|--|---|--|--|--|------------------------------------|
| Narrative   | Fiction Genres<br>2 weeks<br>Goodnight Mr Tom<br>The Unexpected Guest Christmas advert (John Lewis)  |   |   | (2 weeks)<br><br>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term<br><br><i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i> | Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)<br>Oh Freedom<br>Floodlands - Marcus Sedgewick                                   |  | (2 weeks)<br>Shackleton's Story<br>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term<br><br><i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i> | Narrative - Alma - Literacy Shed video<br>Rubato - Literacy Shed video   |  |  | (extended book study over 5 weeks) |
|   | Suggested final written outcome  | A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)  |   |   | Single extended narrative, or several narratives on similar theme e.g. autobiographical stories, each developing key narrative technique   |  |   | Explore a text in detail. Take the plot and theme from the text to plan and write their own version of the narrative |  |  |                                    |
| Non-fiction   | Explanation<br>2 weeks<br>World War Two non-fiction texts  | Recounts<br>2 weeks<br>Diary of Anne Frank / My Secret War Diary by Flossie Albright  | Report<br>2 weeks<br>Newspaper Report - Titanic - Real articles from the time   | Focus on Study Skills (3 weeks)<br><br>Assessment Week (1 week)   | Persuasion<br>3 weeks<br>Greta's Story by Valentina Camerini   | Discussion<br>2 weeks<br>Shackleton's Story - Link to vocabulary building section to this book too.        | Reports<br>Geography link - information leaflets.<br><br>Writing Opportunities<br>A series of writing opportunities to demonstrate skills learned throughout the year   | A range of written outcomes, linked with fiction/ non-fiction modules covered across the year                        |  |  |                                    |
| Suggested final written outcome                       | Links to science reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results                        | Write in role, adapt distinctive voices, e.g. Historical characters, through preparing CV; compose biographical account / describe person from different perspectives, e.g. police description, school report, newspaper obituary | Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. |   | 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; use standard English appropriately; evaluate its effectiveness | A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints |   |  |  |  |                                    |
| Poetry  | Vocabulary building (1 week)<br>World War One poetry - Michael Morpurgo, Only Remembered<br>Who's for the Game, Jesse Pope. In Attack, Siegfried Sassoon, Dulce est Decorum Est. etc |   |   | Vocabulary building   | Structure monologues (1 week)  | Take one poet - Poetry appreciation (2 weeks)<br><b>William Blake</b>                                      |   |  |  |  |                                    |
| Suggested outcome                                     | Read, write and perform free verse   |   |   | Read, write and perform free verse  | Read and respond   | Research a particular poet. Personal responses to poetry Recite familiar poems by heart                    |   |  |  |  |                                    |