

BENTLEY ST PAUL'S PRIMARY SCHOOL

Year 6 – English – Long Term Plan

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Stories on a Theme: Difference (3 weeks) Required texts: The Proudest Blue by Ibtihaj Muhammad; Perfect by Nicola Davies The Boy at the Back of the Class by Onjali Rauf Description: Write formal and informal letters before planning and writing a story on this theme. Grammar includes: Use noun phrases to write evocatively Practise use of formal and informal language and styles</p>	<p>Recounts (3 weeks) Required texts: The Day of Ahmed's Secret by Florence Parry Heide & Judith Heide Gilliland Hurricane by David Wiesner Description: Using the inspirational <i>Town is by the Sea</i> and <i>The Day of Ahmed's Secret</i>, study verbs (perfect form) and adverbials. Consider the issues raised and write impersonal and personal recounts. Grammar includes: Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using past and present tense verbs appropriately and recognising the differences; using the perfect form of verbs.</p>	<p>Poems on a Theme: Black Lives Matter (3 weeks) Required texts: Poems and texts are provided in resources. Description: Black Lives Matter incorporates poetry and art, tracing the history of BLM and some of the issues raised. Read the work of black poets, including Benjamin Zephaniah, taking their advice before planning and writing poems. Grammar includes: Use of modal verbs Use of Y5/6 punctuation</p>
	<p>Adventure Stories: Holes (3 weeks) Required texts: <i>Holes</i> by Louis Sacher Description: Immerse the class in the world of <i>Holes</i> by Louis Sacher while exploring characters, setting and atmosphere. Write and illustrate a chapter for <i>Holes</i>. Grammar includes: Expanded noun phrases Formal/informal language in the context of dialogue and narration.</p>	<p>Sequence</p> <ol style="list-style-type: none"> 1. Recounts 2. Stories on a Theme 3. Poems on a Theme 4. Adventure Stories 	<p>Authors</p> <p>Catherine Johnson</p> <p>Louis Sacher</p>
<p>Fiction: Enrichment activity – Young Shakespeare Theatre Group (usually end of Autumn term or the beginning of Spring term) – optional additional class work Choose from <i>Romeo & Juliet</i>, <i>The Tempest</i>, <i>Macbeth</i> for an in-depth study. Grammar includes: Relative clauses & prefixes/suffixes in context of Shakespeare's new words. Write and perform playscripts. Also in Y5 Spring. Essential Texts: <i>Mr William Shakespeare's Plays</i>, <i>Seven Plays</i> by Marcia Williams, <i>Stories from Shakespeare</i> by Geraldine McCaughrean</p>			

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Term	Harry Potter Revision and Inspiration Block (9 – 10 weeks) Fiction / Non-fiction / Poetry are all covered across the 9 units		
Spring	Unit A 5 sessions Harry Potter and the Philosopher's Stone Focus on: Chapters 1-4 Letter writing <ul style="list-style-type: none"> • Word classes • Sentence punctuation Story Openings <ul style="list-style-type: none"> • Ways to open stories/story hooks 	Unit B 6 sessions Harry Potter and the Philosopher's Stone Focus on: Chapters 5-7 Descriptive and predictive writing <ul style="list-style-type: none"> • Modal verbs/possibility • Noun phrases • Relative clauses 	Unit C 5 sessions Harry Potter and the Philosopher's Stone Focus on: Chapters 8-10 Instructional texts and a Guide (to surviving Hogwarts) <ul style="list-style-type: none"> • Sentence forms • Apostrophes for contraction and possession
	Unit D 6 sessions Harry Potter and the Philosopher's Stone Focus on: Chapters 11-14 Information texts and explanations <ul style="list-style-type: none"> • Adverbials/fronted adverbials • Sentences/phrases/clauses and active verbs • Parenthesis 	Unit E 5 sessions Harry Potter and the Philosopher's Stone Focus on: Chapters 15-17 Narrative <ul style="list-style-type: none"> • Expressing time, place and cause • Conjunctions, adverbs and prepositions • Cohesion within paragraphs 	Unit F 6 sessions Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix Focus on: extracts from Book 3 and Book 5 Chronological writing <ul style="list-style-type: none"> • Verbs and tense (progressive and perfect) • Cohesion between paragraphs • Formal and informal writing (including the subjunctive)
	Unit G 5 sessions Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix Focus on: extracts from Book 3 and Book 5 Persuasive writing <ul style="list-style-type: none"> • Active and passive voice • Adverbs of possibility • Subordinate clauses 	Unit H 6 sessions Harry Potter and the Prisoner of Azkaban and Harry Potter and the Goblet of Fire Focus on: extracts from Book 3 and Book 4 Dialogue, conversation and Newspapers <ul style="list-style-type: none"> • Dialogue & reported speech • Colons, semi colons, commas • Bullets 	Unit I 3 sessions Harry Potter and the Order of the Phoenix Focus on: extracts from Book 5 Testing and Celebration <ul style="list-style-type: none"> • Grammar, Punctuation and Spelling tests • Comprehension test • Celebration!

<p>Authors</p> <p>Katherine Rundell</p> <p>R J Palacio</p>
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Summer	<p>Flashbacks (3 weeks) Required texts: No texts just video clip link EdShed Grammar includes: Switching between present and past tense Carefully selecting emotive language Description: A truly emotive unit. In this writing sequence, children will be called upon, to pay attention to tiny visual detail, discuss and share their observations and work together on creating vocabulary vivid enough to explain this heart-tugging story.</p>	<p>Chronological reports (3 weeks) Required texts: When Jessie Came Across the Sea by Amy Hest Mr George Baker by Amy Hest (online) Grammar includes: Using passive verbs to affect the presentation of information in a sentence Using hyphens to avoid ambiguity, using the perfect form of verbs to mark relationships of time and cause Using a colon to introduce a list Using and understanding UKS2 grammar accurately and appropriately Description: Children will use these stories as stimulus to investigate lives and experiences different from their own experiences. Jessie's rags to riches story sees her life change – from a tiny, poor village to the designer boutiques of New York. Mr George Baker is a friendly character who makes a positive difference (in small but meaningful ways) to many lives. Both stories invite consideration of different view points and show how we impact one another.</p>	<p>Transition poems (3 weeks) Required texts: A variety of poems provided Grammar includes: Using a full range of punctuation and sentence types Checking consistency of verb tenses Description: In an art-infused block, read and write evocative poetry. Create still-life art and write observational poetry. Explore identity, creating self-portraits through images and words.</p>
	<p>Modern Classic (3 weeks) (Optional time dependent) Required texts: The 18th Emergency by Betsy Byers Grammar includes: Using a range of adverbials Writing precise meaning using modifiers Ensuring use of model verbs Description: A fast paced, tension filled fund writing unit. Children will meet Bobo, Mouse and Marv Hammerman. Exploring relationships, self-confidence & self-belief – contrasting the real world with the VR world.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Authors</p> <p>Goodnight Mr Tom</p> <p>War Horse</p> <p>Letters from the Lighthouse</p> <p>Carries War</p> <p>Private Peaceful</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <p>Sequence</p> <ol style="list-style-type: none"> 1. Flashbacks 2. Chronological reports 3. Modern Classics 4. Poetry </div>