

## Long-Term Plan - English

Year: 6	Subject: English											
	Autumn Term (13 weeks 2 days)				Spring Term (9 weeks 4 days)				Summer Term (9 weeks 4 days)			
	Autumn 1 (7 weeks 4 days)		Autumn 2 (5 weeks 3 days)		Spring 1 (4 weeks 4 days)		Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
	A	B	A	B	A	B	A	B	A	B	A	B
<b>National Curriculum Subject Content</b>	<p><b>Reading</b> Word reading Comprehension</p> <p><b>Writing</b> Transcription and composition including: Spelling Handwriting Vocabulary, grammar and punctuation</p>											

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<p><b>Students will be taught to: (skills)</b></p>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read</li> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>● identifying and discussing themes and conventions in and across a wide range of writing</li> <li>● making comparisons within and across books</li> <li>● understand what they read by discussing their understanding and exploring the meaning of words in context, drawing inferences and justifying inferences with evidence, making predictions, summarising main</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ideas, identifying how language, structure and presentation contribute to meaning</li> <li>● distinguish between statements of fact and opinion</li> <li>● retrieve, record and present information from non-fiction</li> <li>● participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>● explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>● provide reasoned justifications for their views.</li> <li>● apply their growing knowledge of root words, prefixes and suffixes</li> <li>● spell some words with 'silent' letters</li> <li>● continue to distinguish between homophones</li> <li>● use a thesaurus and dictionary</li> <li>● write legibly, fluently and with increasing speed</li> <li>● plan, draft, write, evaluate and edit writing</li> <li>● develop knowledge, understanding and use of grammatical concepts and punctuation</li> </ul>						
<p><b>Core Texts through which these skills will be taught:</b></p>	<p>The Other Side of Truth <i>Beverley Naidoo</i></p>	<p>The Arrival <i>Shaun Tan</i></p>	<p>The Adventures of Odysseus <i>Hugh Lupton</i></p>	<p>The Boy in the Striped Pyjamas <i>John Boyne</i></p>	<p>The Silver Donkey <i>Sonya Hartnett</i></p>	<p><u>Film</u> The Bear That Wasn't</p>	<p>Eye of the Wolf <i>Daniel Pennac</i></p>
<p><b>Learning Outcomes associated with Core Texts:</b></p>	<p>-To explore a powerful narrative with strong links to factual events</p> <p>-To explore complex</p>		<p>-To develop children's skills as storytellers</p> <p>-To consider how authors have developed characters and settings in what they have read, listened to or seen performed</p>	<p>-To explore a novel with challenging themes</p> <p>-To explore key themes raised within a text.</p> <p>- To explore complex characterisation.</p>	<p>-To explore key themes raised within a text.</p> <p>-To explore complex characterisation.</p>	<p>-To understand that the society in which we live, in addition to our own beliefs and attitudes, influences how we think about our</p>	<p>-To understand the development of a complex narrative, with multiple plot strands.</p>

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	emotions and hard-hitting themes in a fictional narrative		<ul style="list-style-type: none"> <li>-To respond to the issues and themes in the novel through talk, writing and drama.</li> <li>- To make links to and extend learning in History.</li> <li>-To explore and analyse the language and structure of the novel</li> </ul>	<ul style="list-style-type: none"> <li>- To develop an understanding of moral issues raised within a text.</li> <li>-To respond to the issues and themes in the novel through talk, writing and drama.</li> <li>- To make links to and extend learning in History.</li> <li>-To explore and analyse the language and structure of the novel</li> </ul>	<ul style="list-style-type: none"> <li>-To develop an understanding of moral issues raised within a text.</li> <li>-To respond to the issues and themes in the novel through talk, writing and drama.</li> <li>-To make links to and extend learning in History.</li> <li>- To explore and analyse the language and structure of the novel</li> </ul>	<p>identities and the identities of others.</p> <ul style="list-style-type: none"> <li>-To recognize that while each of us has a complex and unique identity, others often use labels to describe us that reduce our identities to a “single story” and can influence the ways in which we think about ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore and understand the use of different viewpoints within a novel.</li> <li>-To develop an appreciation of how novels can explore ideas, as well as characters and actions.</li> <li>-To identify and explore, through a wide range of techniques, key themes within a complex narrative</li> </ul>
<b>Guided Reading Texts through which these skills will be taught:</b>	Tales from the Caribbean <i>Trish Cooke</i>	The Village that Vanished <i>Kadir Nelson</i>	Rose Blanche <i>Ian McEwan</i>	Letters from the Lighthouse <i>Emma Carroll</i>	East of the Sun and West of the Moon - A Norwegian fairytale <i>Peter Christen Asbjørnsen and Jørgen Moe</i>	Locomotion <i>Jacqueline Woodson</i>	
<b>Learning Outcomes associated with Guided Reading texts:</b>	<ul style="list-style-type: none"> <li>-To establish and develop an insight into the culture, geography and history of the countries introduced.</li> <li>-To be given the opportunity to develop the skill of oral storytelling.</li> <li>-To enjoy a story and discuss its meanings.</li> </ul>	<ul style="list-style-type: none"> <li>-To develop empathy with a character and make connections with their own lives</li> <li>- To investigate how illustrations influence a reader’s experience of a text</li> <li>-To develop creative responses to a text through drama, music, movement and poetry</li> </ul>	<ul style="list-style-type: none"> <li>-To engage children with a story with which they will empathise.</li> <li>-To explore challenging themes and issues and to develop and sustain ideas through discussion.</li> <li>-To develop creative responses to the text through drama, storytelling and artwork.</li> <li>To write in role in order to</li> </ul>	<ul style="list-style-type: none"> <li>-To explore key themes raised within a text.</li> <li>- To explore complex characterisation.</li> <li>- To develop an understanding of moral issues raised within a text.</li> <li>-To respond to the issues and themes in</li> </ul>	<ul style="list-style-type: none"> <li>-To consider the distinctive qualities of a traditional tale from the northern European tradition</li> <li>-To explore the contribution that illustrations make to the development of the tale’s theme</li> </ul>	<ul style="list-style-type: none"> <li>-To explore and discuss a wide range of themes and issues raised within a text.</li> <li>-To read and enjoy poetry, and to gain experience of a range of poetic forms.</li> </ul>	

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<p>-To explore these through role-play and through writing in role.</p> <p>-To develop a personal and distinctive voice to support storytelling and writing inspired by the collection.</p> <p>-To develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate.</p>	<p>-To compose and perform poetry</p> <p>-To write in role to explore characters and events</p> <p>-To explore and develop ideas through discussion</p>		<p>explore and develop empathy for characters.</p> <p>-To write with confidence for real purposes and audiences.</p>		<p>the novel through talk, writing and drama.</p> <p>- To make links to and extend learning in History.</p> <p>-To explore and analyse the language and structure of the novel</p>		<p>-To develop and extend their descriptive vocabulary</p> <p>-To compare different versions of the tale with one another</p> <p>-To make links to other similar quest and transformation stories</p>		<p>-To experiment writing different forms of poetry.</p> <p>-To encourage pupils to see texts as potential sources for ideas and language on which they can draw for their own writing.</p>	
<p><b>Read Class Book Read Alouds (these books are accessible in class book corners, but may also be read at story times during these half terms)</b></p>	<p>Children of the Quicksands <i>Efua Traore</i></p>	<p>Ghost Boys <i>Jewell Parker Rhodes</i></p>	<p>The Boy in the Tower <i>Polly Ho-Yen</i></p>	<p>Auggie and Me R.J Palacio</p>	<p>The Harmonica <i>Tony Johnston</i></p>	<p>Goodnight Mr. Tom <i>Michelle Magorian</i></p>	<p>Now or Never - A Dunkirk Story <i>Bali Rai</i></p>	<p>The Missing <i>Michael Rosen</i></p>	<p>Bandoola - The Great Elephant Rescue <i>William Grill</i></p>	
<p><b>Additional texts linked to other learning and celebrations</b></p>	<p>Marcus Rashford <i>You are a Champion</i> <u>Black History Month</u> (October)</p> <p>Karl Nova Author Study <u>Black History Month</u> (October)</p>		<p><u>Anti-Bullying Week</u> (November 15-19)</p> <p><u>Armistice/ Remembrance Day</u> (November 11)</p> <p><u>Christmas Day</u> (December 25)</p> <p><u>World Kindness Day</u> (November 13)</p>		<p><u>Road Safety Week</u> (January 11-17)</p>		<p><u>Shakespeare Week</u> (March 21-27)</p> <p><u>Poetry Day</u> (March 21)</p> <p>Women in Science <i>Rachel Ignotofsky</i> <u>Science Week</u> (March 11-20)</p> <p><u>World Book Day</u> (March 9)</p>			

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				<p>Fantastically Great Women Artists and their Stories <i>Kate Pankhurst</i> <u>Women's History Month</u> (March)</p> <p>Fantastically Great Women who made History <i>Kate Pankhurst</i> <u>Women's History Month</u> (March)</p>		
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD