

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	
National Curriculum Subject Content	<div>Reading</div> <div>Word reading</div> <div>Comprehension</div> <div>Writing</div> <div>Transcription and composition including:</div> <div>Spelling</div> <div>Handwriting</div> <div>Vocabulary, grammar and punctuation</div>												

Long-Term Plan - English

Students will be taught to: (skills)	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • 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 • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • 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 • 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views. • apply their growing knowledge of root words, prefixes and suffixes • spell some words with 'silent' letters • continue to distinguish between homophones • use a thesaurus and dictionary • write legibly, fluently and with increasing speed • plan, draft, write, evaluate and edit writing • develop knowledge, understanding and use of grammatical concepts and punctuation 						
Core Texts through which these skills will be taught:	The Other Side of Truth <i>Beverley Naidoo</i>	The Arrival <i>Shaun Tan</i>	The Adventures of Odysseus <i>Hugh Lupton</i>	The Boy in the Striped Pyjamas <i>John Boyne</i>	The Silver Donkey <i>Sonya Hartnett</i>	<u>Film</u> The Bear That Wasn't	Eye of the Wolf <i>Daniel Pennac</i>
Learning Outcomes associated with Core Texts:	-To explore a powerful narrative with strong links to factual events -To explore complex		-To develop children's skills as storytellers -To consider how authors have developed characters and settings in what they have read, listened to or seen performed	-To explore a novel with challenging themes -To explore key themes raised within a text. - To explore complex characterisation.	-To explore key themes raised within a text. -To explore complex characterisation.	-To understand that the society in which we live, in addition to our own beliefs and attitudes, influences how we think about our	-To understand the development of a complex narrative, with multiple plot strands.

Long-Term Plan - English

	emotions and hard-hitting themes in a fictional narrative		<div>-To respond to the issues and themes in the novel through talk, writing and drama.</div> <div>- To make links to and extend learning in History.</div> <div>-To explore and analyse the language and structure of the novel</div>	<div>- To develop an understanding of moral issues raised within a text.</div> <div>-To respond to the issues and themes in the novel through talk, writing and drama.</div> <div>- To make links to and extend learning in History.</div> <div>-To explore and analyse the language and structure of the novel</div>	<div>-To develop an understanding of moral issues raised within a text.</div> <div>-To respond to the issues and themes in the novel through talk, writing and drama.</div> <div>-To make links to and extend learning in History.</div> <div>- To explore and analyse the language and structure of the novel</div>	<div>identities and the identities of others.</div> <div>-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.</div>	<div>-To explore and understand the use of different viewpoints within a novel.</div> <div>-Tol develop an appreciation of how novels can explore ideas, as well as characters and actions.</div> <div>-To identify and explore, through a wide range of techniques, key themes within a complex narrative</div>
Guided Reading Texts through which these skills will be taught:	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>Jacquiline Woodson</i>	
Learning Outcomes associated with Guided Reading texts:	<div>-To establish and develop an insight into the culture, geography and history of the countries introduced.</div> <div>-To be given the opportunity to develop the skill of oral storytelling.</div> <div>-To enjoy a story and discuss its meanings.</div>	<div>-To develop empathy with a character and make connections with their own lives</div> <div>- To investigate how illustrations influence a reader’s experience of a text</div> <div>-To develop creative responses to a text through drama, music, movement and poetry</div>	<div>-To engage children with a story with which they will empathise.</div> <div>-To explore challenging themes and issues and to develop and sustain ideas through discussion.</div> <div>-To develop creative responses to the text through drama, storytelling and artwork.</div> <div>To write in role in order to</div>	<div>-To explore key themes raised within a text.</div> <div>- To explore complex characterisation.</div> <div>- To develop an understanding of moral issues raised within a text.</div> <div>-To respond to the issues and themes in</div>	<div>-To consider the distinctive qualities of a traditional tale from the northern European tradition</div> <div>-To explore the contribution that illustrations make to the development of the tale’s theme</div>	<div>-To explore and discuss a wide range of themes and issues raised within a text.</div> <div>-To read and enjoy poetry, and to gain experience of a range of poetic forms.</div>	

Long-Term Plan - English

	<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>						
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)																	
Children of the Quicksands <i>Efua Traore</i>		Ghost Boys <i>Jewell Parker Rhodes</i>		The Boy in the Tower <i>Polly Ho-Yen</i>		Auggie and Me R.J Palacio		The Harmonica <i>Tony Johnston</i>		Goodnight Mr. Tom <i>Michelle Magorian</i>		Now or Never - A Dunkirk Story <i>Bali Rai</i>		The Missing <i>Michael Rosen</i>		Bandoola - The Great Elephant Rescue <i>William Grill</i>	
Additional texts linked to other learning and celebrations		Marcus Rashford <i>You are a Champion</i> <u>Black History Month</u> (October)				<u>Anti-Bullying Week</u> (November 15-19)				<u>Road Safety Week</u> (January 11-17)				<u>Shakespeare Week</u> (March 21-27)			
		Karl Nova Author Study <u>Black History Month</u> (October)				<u>Armistice/ Remembrance Day</u> (November 11)								<u>Poetry Day</u> (March 21)			
						<u>Christmas Day</u> (December 25)								Women in Science <i>Rachel Ignotofsky</i> <u>Science Week</u> (March 11-20)			
						<u>World Kindness Day</u> (November 13)								<u>World Book Day</u> (March 9)			

Long-Term Plan - English

				<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