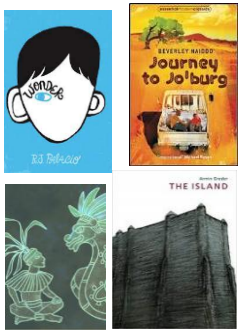
ST. FAITH'S
CHURCH OF ENGLAND PRIMARY SCHOOL

Year 6 English long-term overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study	 Wolf Brother by Michele Paver City Jungle by Pie Corbet  A range of 'Christmas Poetry' and rhyme books to inspire poetry slam.	A selection of Non-chronological information texts 	Heritage Texts: Great Expectations by Charles Dickens Hound of the Baskervilles by Arthur Conan Doyle 	Wonder by RJ Palacio The Island by Armin Greder Journey to Jo'burg by Beverley Naidoo Short stories: Maya Creation story 	Holes by Louis Sacher 	Play scripts from Greek Mythology  Theseus and the Minotaur King Midas and the golden touch The 12 Labours of Hercules
Purpose/Form	**<u>Poetry</u>** **To entertain by**: • creatively writing own poem **<u>Wolf Brother</u>** **To entertain by**: • writing a narrative in a historical context. **To inform by:**	**<u>Non-chronological report (information text</u>** **To inform by:** • writing a non-chronological report on a fictional river creature (link to Geography)	**<u>Great Expectations</u>** **To entertain by:** • writing narrative to set scene and describe character **<u>Hound of the Baskervilles</u>**	**<u>Wonder</u>** **To informally communicate by:** • writing an informal letter to a friend, recounting (with personal perspective) Auggie's first day at school **Children to independently choose**	**<u>Holes</u>** **To entertain by:** • writing a scene description focussing on creating intrigue for the reader. **To persuade by:** • creating a promotional leaflet for a	**<u>Greek Mythology</u>** **To entertain by:** • creatively writing an extra labour for Hercules in the Greek myth

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	• writing an effective set of instructions	**<u>Creative poetry writing</u>** **To entertain:** • collaborative Christmas poetry writing and performing **To entertain by:** • writing a non-fiction, first person narration in the form of a diary entry to recount the Poetry Slam(a recount with personal perspective)	**To formally communicate by:** • writing a formal letter requesting assistance **To formally inform by:** • writing a newspaper report about events in the text	**their genre of writing** (based on inspiration from the book 'Wonder') **thinking about their reader and purpose of their write.** **<u>The Island</u>** **To discuss and persuade by:** • writing a balanced argument about whether the stranger-on the island-should be accepted into their insular society or not. **<u>Journey to Jo'burg</u> To entertain by:** • writing a diary entry from a character's point of view **<u>Maya Creation short story</u>** **To recount by:** • sequencing a series of events and retelling a	lakeside resort **To inform by:** • writing a police report stating events leading up to (and after) the arrest of Stanley Yelnats	

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				familiar story to showcase (independently) all writing techniques, spelling, punctuation and grammar learned so far		
Themes	Where do I fit in the World? (Geography/ science led)		How are we different, but all the same? (History- Maya civilisation topic led)		What will our legacy be? (History- Ancient Greece topic led)	
	-Looking at different places, different times: over-crowded, hostile places v deserted ones -Bravery, resilience, survival, magic and folk law from long ago	-Bravery, resilience, survival, magic and folk law from long ago -Creatures: fictional and non-fictional (habitat, life cycles, diet, discovery etc)	-Finding clues to our past and how our society has evolved, enabling us to develop an awareness about ourselves -Understand and explaining why we are the way we are -mystery and intrigue -the importance of affection, loyalty, conscience compared to social advancement, wealth, and class.	-kindness, difference, bullying, racism, family life, human rights, refugees and xenophobia	-the consequence of choices resulting from fate and destiny and the importance of friendship and loyalty -injustice and legacies left by previous generations	- theatre (comedy, tragedy), beliefs, justice, heroism, democracy
Reading focus	To identify how language, structure and presentation	To retrieve, record and present	To increase familiarity with a wide range of	To increase familiarity with a wide range of books, including books	To identify techniques used by the author and using	To increase familiarity with a range of written

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	contribute to meaning To predict what might happen from details stated and implied To identify and discuss themes and To discuss and evaluate how authors use language, including imagery and figurative language, considering the impact on the reader To read aloud to the class and perform publicly	information from non-fiction texts To distinguish between statements of fact and opinion To summarise the main ideas drawn from more than 1 paragraph, identifying the details that support the main ideas To ask questions to improve their understanding	books, including fiction from our literary heritage To make comparisons within and across genres To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To consider, in written narratives, how authors develop setting and character	from other cultures and traditions, and picture books To make inferences: characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To understand deeper meaning in the text- what issues is the author trying to address?	these, independently enhance their own writing styles To predict what might happen from details stated and implied To identify and discuss themes and To discuss and evaluate how authors use language, including imagery and figurative language, considering the impact on the reader	work, including play scripts To confidently read out loud to improve fluency, comprehension and facility as writers To use the correct intonation depending on context and understanding To improve understanding of language: grammar, punctuation and range of vocabulary
Writing outcome opportunities (with purpose and audience where appropriate)	When planning and writing their own poem, the children need to:	When planning and writing a non-chronological report, the children need to:	To identify the audience for and purpose of the writing, selecting the appropriate	To identify the audience for and purpose of the writing, selecting the appropriate form and	To identify the audience for and purpose of the writing, selecting the appropriate form	

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Year 6 English long-term overview

	-use imagery and figurative language effectively for their reader -choose effective vocabulary and punctuation When writing the next chapter of the book/ a description of a fight scene to entertain others in the class, children need to: -identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning propose changes to vocabulary, grammar and	-note and develop initial ideas, drawing on reading and research where necessary -use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -ensure the consistent and correct use of tense throughout a piece of writing -distinguish between the formal style of writing (using the passive tense, no contractions and technical language) and the informal (in a 'Did you know?' text box using colloquialisms, contractions, exclamations)	form and using other similar writing as models for their own (scene setting and character description using dialogue to move the action forward/ newspaper report to inform the reader) In narratives, describe settings, characters and atmosphere and integrate dialogue and reported speech to convey character and advance the action To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To use a range of punctuation effectively to enhance meaning	using other similar writing as models for their own (diary entry/ narrative to entertain, debate to persuade, back story to inform) To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To use a range of Year 6 punctuation and writing techniques, consistent tense, dialogue and a variety of sentence structures	and using other similar writing as models for their own To use Louis Sacher as inspiration when writing narratives, describing settings and characters To 'drip feed' information to the reader using the show don't tell technique and a variety of sentence structures, leaving the reader with questions To speak directly to the reader in a chatty style, offering advice To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To propose changes to vocabulary,	

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	punctuation to enhance effects and clarify meaning		To use correct tense consistently throughout write To use passive voice, formal language, direct and indirect speech, a selection of verb tenses, modal verbs correctly, as well as correctly punctuated speech		grammar and punctuation to enhance effects and clarify meaning	
Opportunities for speaking and listening	Sharing ideas and final pieces of writing with the rest of the class, peer editing	Collating their fact files into a book for the younger children and reading it to them, peer editing	Sharing ideas when planning, peer editing	Opportunities through drama Sharing ideas when planning and final pieces of writing, peer editing	Reading the text out loud to the class Sharing ideas when planning and final pieces of writing, peer editing	Performance reading of play scripts