

Stamshaw Junior School - English Curriculum - Long Term Overview - Year 6

Text Types - Narrative - Instructions - Recounts - Persuasion - Explanation - Discussion - Information Report

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Topic: Frozen Kingdom</p> <p>Text Types Covered: Recount Narrative</p> <p>Class Reader: Macbeth The Rabbits</p> <p>Supporting Materials: The Rabbits Macbeth</p> <p>Writing Opportunities(*): Setting description - Charlie and The Chocolate Factory.</p> <p>Character description- Macbeth</p> <p>Recount - diary 'The Rabbits'</p> <p>Recount - diary Macbeth*</p> <p>Setting description - Titanic (Frozen Kingdom)</p>	<p>Topic: Victorians</p> <p>Text Types Covered: Biography Narrative (missing chapter/alternative ending)</p> <p>Class Reader: Oliver</p> <p>Short biographical recounts from 'Survivors' book.</p> <p>Supporting Materials: Oliver Interview with Mr Jones In Flanders Field</p> <p>Writing Opportunities(*): Poems, including blackout poetry.</p> <p>Setting description</p> <p>Character description with speech.</p> <p>Biographical recount*</p>	<p>Topic: Blood</p> <p>Text Types Covered: Narrative Recount Explanation</p> <p>Class Reader: The Giant's Necklace The Highwayman</p> <p>Supporting Materials: The Giant's Necklace The Highwayman Nurse practitioner to explain the heart and blood pumping.</p> <p>Writing Opportunities(*): Letters</p> <p>Setting Description that changes over time*</p> <p>Newspaper report*</p> <p>Narrative poem/re-tell Highwayman as a story.</p>	<p>Topic: Darwin</p> <p>Text Types Covered: Information report Instruction/procedures Recounts</p> <p>Class Reader: The Ickabog</p> <p>Supporting Materials: The Piano video Eulogies</p> <p>Writing Opportunities(*): Character and setting descriptions</p> <p>Non-chronological report: The Ickabog</p> <p>Information reports on WW1 or 2. *</p> <p>Poem based on war time experiences</p> <p>Diary entries</p>	<p>Topic: Tomorrow's World</p> <p>Text Types Covered: Persuasive Discussion</p> <p>Class Reader: Can You See Me? Expected to fit in proud to stand out</p> <p>Supporting Materials: Persuasive leaflets for different cities and attractions</p> <p>Writing Opportunities (*): Discussion text - should we rely so heavily on technology? (something similar)</p> <p>Discussion text* - there should be higher age limits on all social media.</p> <p>Discussion* - is discrimination ever acceptable?</p>	<p>Topic: Tomorrow's World</p> <p>Text Types Covered: Explanation Narrative Autobiographies Instructions/procedure</p> <p>Class Reader: A Boy Called Hope</p> <p>Supporting Materials: Short stories Writing Opportunities(*): Campfire stories* - creepy stories told through speech.</p> <p>Autobiographies* - children to write their KS2 autobiography.</p> <p>Procedure/instructions - how to build a website</p> <p>NC Grammar Skills Taught: Use of first person</p>

	<p>Recount - Letter writing from a chosen character in Macbeth.</p> <p>NC Grammar Skills Taught: Cohesive devices Formal informal speech Use of synonyms Adverbials Subordinate conjunctions Modal verbs Expanded noun phrases to write concisely.</p> <p>Poetry: Macbeth - rhyming couplets</p> <p>Curriculum Links: Frozen Kingdom - geography/history. Reading.</p>	<p>(Mr Jones and a famous Victorian)</p> <p>Narrative story.*</p> <p>NC Grammar Skills Taught: Active and passive forms Use of inverted commas for direct speech Cohesive devices such as subordination, adverbials and use of pronouns. Difference between formal and informal speech conventions. Progressive tenses Use of punctuation for relative clauses to avoid ambiguity.</p> <p>Poetry: Haikus, Cinquains and Limericks</p> <p>Curriculum Links: Victorians - history. Reading of biographical extracts. Topic links to class reader of Oliver.</p>	<p>Explanation of blood* around the body/working of the heart.</p> <p>NC Grammar Skills Taught: Active and passive Progressive verb tense. Cohesive devices - linking between paragraphs with repetition of phrases Colon for lists.</p> <p>Poetry: The Highway Man</p> <p>Curriculum Links: Topic - explanation of the journey of blood around the body/how he heart works. Nurse practitioner to visit.</p> <p>Outdoor visit to the shore to experience the sights and sounds to inspire vocabulary generation for descriptive writing.</p> <p>Reading newspaper articles.</p>	<p>Flashback narrative</p> <p>Eulogies for the old woman in the piano.*</p> <p>NC Grammar Skills Taught: Subject, verb and object Active and passive forms Subjunctive forms Layout devices such as headings and sub-headings Semi-colon for independent clauses and within lists to add clarity. Colon between independent clauses and to start lists. Dash between independent clauses. Use of bullet points</p> <p>Poetry: War poems including: The Sentry - Wilfred Owen Flanders Field The Longest Day -Rob Aitchinson</p> <p>Curriculum Links: Topic - Non-chronological reports on the birds Darwin found. Reading - poetry</p>	<p>Persuasive leaflet about Portsmouth*</p> <p>NC Grammar Skills Taught: Active and passive forms Subjunctive forms Layout devices such as headings and sub-headings Semi-colon for independent clauses and lists to add clarity. Colon between independent clauses. Dash between independent clauses. Modal verbs Cohesive devices to signal a change in opinion e.g. on the other hand.</p> <p>Poetry: 'Pleasant Sounds' by John Clare - exploring senses e.g. Pleasant Smells, Pleasant Sights etc.</p> <p>Curriculum Links: PSHE - equality and rights Safety on line</p>	<p>Formal versus informal language choice. Cohesive devices maintain chronology. Layout devices including headings and sub headings. Use of colons and bullet points for lists.</p> <p>Poetry: 'The Tyger' by William Blake - Exploring connections of language - vocab of heat/burning to mimic the flame-like stripes on a tiger.</p> <p>Curriculum Links: Topic PSHE - health and wellbeing (transition) A safer internet</p>
--	--	--	---	---	--	--

* = unaided write