

Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

English Long Term Plan Year 6

<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<p style="text-align: center;"><u>Autumn 1</u> <u>6 weeks</u></p>  <p style="text-align: center;">Anna at War Helen Peters Historical Fiction</p>	Week 1-2	Make predictions based on front cover. Read chapters 1-3 VIPERS questions Analyse chapter 3 and gather vocabulary. Read to chapter 6. Practise SATs paper.	For and Against paragraph – Should Mama send Anna away?	-Present/future tense -Formal tone -Personal opinion based on text	To persuade	Modal verbs Reason adverbs Key vocabulary from the book discussed and explained
	Week 3	Read up to chapter 14 (page 63) Read and analyse poems about the sea to gather useful vocabulary and phrases Reading VIPERS on chapters 7-13.	Setting description – The first time I saw the sea	-Past tense -First person -I nformal -Adverbials -Emotive language	To entertain	First person Past tense Show not tell technique Think about your senses


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	<p>Week 4-5</p>	<p>Read to page 71. National Poetry Day</p>	<p>Informal letter from Anna to her parents</p>	<ul style="list-style-type: none"> - Informal/chatty style - Ask questions - First person - Present/past tense - Adverbials 	<p>To inform and entertain</p>	<p>Sentences: Subject-verb-object. Subject-verb phrase. Accurate punctuation – capitals, full stops, commas. I identify subjects and verbs in sentences. Clauses in sentences (subordinate and main/independent).</p>
	<p>Week 5-6</p>	<p>Read to page 133 (end of chapter 25). Read to the bottom of page 159: what advice would you give to Anna, Molly and Frank now?</p>	<p>Diary entry as Anna about Molly's betrayal</p>	<ul style="list-style-type: none"> - 'Diary style' – i.e. 'Dear Diary' and sign off - Colloquial language - First person - Past tense - Chronological order - Self-reflection (thoughts, feelings, opinions, hopes) - Detailed descriptions – senses 	<p>To entertain</p>	<p>Paragraphing Adverbials of time, reason, manner, place, frequency, possibility</p>
	<p>Week 7</p>	<p>Read to page 186 - reading comprehension</p>	<p>Predict: Write the conversation that takes place between Colonel</p>	<ul style="list-style-type: none"> - Accurate punctuation for dialogue 	<p>To entertain</p>	<p>Recap the rules for writing and punctuating dialogue</p>

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		VIPERS chapters 30-33. Read to page 222. Read to the end of the book: voice record a response to the book on Seesaw.	Ferguson and Mr Rivers. Optional task: Write the conversation that takes place between Anna and Winston Churchill.	-Clear character distinction -Alternative words for said		
<p><u>Autumn 2</u> <u>7 weeks</u></p>  <p>Holes Louis Sachar</p> <p>Adventure Fiction</p>	<p>Week 1</p>	<p>Chapter 1-2 VIPERS questions</p> <p>Inference – drawing Camp Green Lake from description in the book</p> <p>Chapter 3, 4, 5 VIPERS questions</p>	<p>Playscript – Trial of Stanley Yelnats</p>	<p>-Present tense -First person -Structured with colons</p>	<p>To inform and To entertain</p>	<p>Key vocabulary from the book explained (with images) and listed on Working Wall: Summer camp, cot, canteen, outlaw, gypsy, girl scouts.</p> <p>Use of colons in a transcript.</p>
	<p>Week 2</p>	<p>Analysing newspaper reports</p>	<p>Newspaper report – Theft of Clyde Livingston's sneakers</p>	<p>-Catchy headline (pun) -Journalistic style -No bias -3rd person narrative -Reported and direct speech (1st person)</p>	<p>To inform</p>	<p>Subject/verb Passive voice Adverbials of time Punctuation for speech</p>


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				<ul style="list-style-type: none"> -Structured in chronological order with introduction (5Ws) and concluding paragraph -Byline -Formatted in columns 		
	Week 3	<p>Chapter 7, 8, 9 reading VIPERS questions</p> <p>Reading to chapter 28</p>	<p>Discussion – Is <i>Kissin'</i> Kate Barlow a Villain?</p>	<ul style="list-style-type: none"> -Formal language -Third person -No bias -State facts only -Use of modal verbs - Passive voice - Subjunctive mood 	To discuss	<p>Pronouns – use past SATs test questions or SPAG.com</p>
	Week 4	<p>Reading to page 157</p>	<p><i>Zero's Story</i> – tell the missing chapter of <i>Zero's journey into the desert</i></p> <p>SEND: Character description of Zero and Stanley</p>	<ul style="list-style-type: none"> -Humour -Dialogue -Tension building and exciting to read -Choice of first person or third person -Adverbials for TRMPPF 	To entertain	<p>Accurate use of commas</p> <p>Subordinate clause/subordinating conjunctions</p> <p>Hyphens</p>

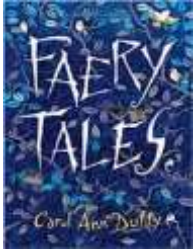
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	Week 5 ASSESSMENT WEEK	SATs Reading paper from 2017 Read to end of chapter 38 in Holes				SATs SPaG paper from 2017
	Week 6-7	Read to end of book Watch film and make comparisons between the film and book	Non-chronological report – Camp Green Lake Survival Guide	-First person as Stanley -Informal and conversational tone -Humour -Format using sub-headings -Choice of tense	To inform and entertain	-Colloquial language -Modal verbs -Question marks -Dashes and brackets
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<u>Spring 1</u> <u>6 weeks</u>  Escape from Pompeii Christina Ballit Historical Fiction	Week 1	Read Escape from Pompeii	Eye-witness account of eruption of Vesuvius	-First person as a citizen in Pompeii -Shift in tenses -Varied sentence length -Noun, verb, adverb openers -Questions -Repetition for effect	To inform and entertain	-Expanded noun phrases and commas -Emotive language (similes, metaphors, onomatopoeia) -Dashes -Past progressive tense

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<p>Spring 1 & 2 6 weeks</p>  <p>Faery Tales Carol-Ann Duffy</p> <p>Fiction - Fables and Fairy Tales</p>	<p>Week 2</p>	<p>Read Pliny's letters Vocabulary analysis VIPERS questions</p>	<p>Warning letter or speech to citizens of Pompeii and Herculaneum <i>(writing for a historical and geographical purpose)</i></p>	<p>-First person as a present day expert writing to people of the past -Formal language -Scientific and geographical terminology -Facts only - Introduction, main body, conclusion</p>	<p>To inform and persuade</p>	<p>-Modal verbs -Brackets -TRaMP adverbials</p>
 <p>Revolting Rhymes Roald Dahl</p> <p>Poetry</p>	<p>Week 3</p>	<p>Read several stories from Faery Tales: Beauty and the Beast Ashputtel Snow White Little Red Cap Plus stories from Revolting Rhymes</p>	<p>Making predictions and comparisons across texts – historical and modern</p>	<p>-Prediction in present/future tense -Bullet points and note taking for comparison</p>	<p>To discuss</p>	<p>-Passive and active voice</p>
<p>Revolting Rhymes Roald Dahl</p> <p>Poetry</p>	<p>Week 4</p>	<p>Recap all stories and their endings from previous lessons</p>	<p>Alternative twisted ending for traditional fairy tale</p>	<p>-Third person -Author's voice in style of Carol-Ann Duffy</p>	<p>To entertain</p>	<p>-Hyphens</p>

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				-Fairytale features eg. They lived happily ever after		
	Week 5	Recap Faery Tales: Beauty and the Beast Ashputtel Snow White Little Red Cap	Newspaper report about an incident in a fairy story	-A witty headline -Introduction 5Ws -Reported and direct speech punctuated correctly -Alternate words for said eg. commented, stated, explained -Formal language -Third person impartial perspective	To inform and entertain	-Punctuating speech correctly
	Week 6	Read more stories from Faery Tales and Revolting Rhymes	Fairy tale which challenges the traditional stereotypes	-A traditional story with a beginning, middle and end -Third person -Dialogue -Description of setting and clear characterisation -Use of higher-level punctuation	To entertain	-semi colons -colons -dashes

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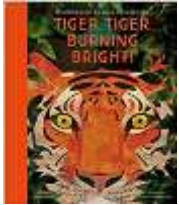
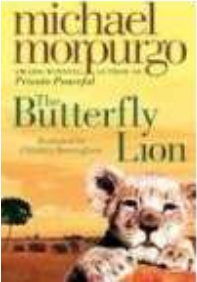
	Week 1	Read more stories from Faery Tales and Revolting Rhymes	A Villain's Tale – story told from the villain's perspective	-A story with a beginning, middle and end -Third person -Dialogue -Description to create atmosphere	To entertain	
	Week 2	Read more stories from Faery Tales and Revolting Rhymes	After the 'Happily Ever After' story		To entertain	
<u>Summer 1</u> <u>6 weeks</u> and <u>Summer 2</u> <u>6 weeks</u>	Weeks 1-4 SATs	SATs Revision and SATs Week				

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<p><u>Summer 1</u> <u>6 weeks</u> <u>and Summer 2</u> <u>6 weeks</u></p>  <p>Tyger, Tyger William Blake Poetry</p>  <p>The Butterfly Lion Michael Morpurgo Adventure Fiction</p>	<p>Week 1-4 SATs revision</p> <p>Then, writing moderation work.</p>	<p>The Butterfly Lion – reading for Pleasure end of the day read alongside topic.</p>	<p>Writing: Description as a day in the life of a captive tiger inspired by William Blake and Michaela Morgan poetry.</p> <p>Non-chronological report on an animal of their choosing.</p> <p>Balanced argument – Should zoos be abolished?</p>			
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