



# Long-Term planning for English - Year 6 (2023-2024)

	Autumn term		Spring term		Summer term	
Topic title	Extreme Earth		Raiders, Invaders and Settlers		We'll meet again	
Book choice	<b>Flood</b> <i>Alvaro F. Villa</i> (Picture book) <b>Floodland</b> <i>Marcus Sedgwick</i> (Chapter book)	<b>Beowulf</b> <i>Michael Morpurgo</i> (Chapter book)	<b>Viking Boy</b> <i>Tony Bradman</i> (Chapter book)	<b>The Boy in the Tower</b> <i>Polly Ho-Yen</i> (Chapter book- class reader) <b>The Water Tower</b> <i>Gary Crew</i> (Picture story book)	<b>Mohinder's War</b> <i>Bali Rai</i> (Chapter book)	<b>Romeo and Juliet</b> <i>William Shakespeare</i> (Play script) <b>Romeo and Juliet</b> <i>Martin Waddell</i> (Picture story book)
Narrative focus	Descriptive language for setting and atmosphere (2 weeks)	Using dialogue to advance the action (3 weeks)	Showing perspective and using action (3 weeks)	Narrative - mystery story (4 weeks)	Description of setting and atmosphere (3 weeks)	Historical language themes (3 weeks)
Suggested outcomes	Children to use images of the storm as a stimulus to write a detailed description of the setting and changing atmosphere.	Children to retell part of the Beowulf story through describing settings, characters and atmosphere and using dialogue to advance the action.	Children to write an additional chapter to the story to show characters' feelings and create suspense.	Children to plan and write a mystery story using Literacy Shed video as a starting point.	Children to write a detailed description of an air raid attack.	Children to explore Shakespearean language and themes before writing their own modern-day narrative based on Romeo and Juliet.
Non-fiction focus	Information (3 weeks)	Explanation (3 weeks)	Recount (3 weeks)	Persuasion (3 weeks)	Discussion (3 weeks)	Recount (2 weeks)
Suggested outcomes	Children to compose a non-chronological report linked to learning in another curriculum area after independent research eg <i>Volcanoes around the world</i>	Children to create an explanation text focusing on scientific learning eg <i>How does the circulatory system work?</i>	Children to write a newspaper article recounting an event using role play and drama activities to explore witness statements eg <i>The death of Beowulf</i>	Children to write a persuasive letter based on a relevant topic for Year 6 at that time eg <i>removing joined handwriting from the end of KS2 assessments</i>	Children to explore a topical or curriculum-based question through debate then write as a balanced argument eg <i>Should Children have been evacuated in WW2?</i>	Children to explore autobiographies of famous people before writing their own as a transition activity.
Poetry focus	Classical poetry (3 weeks)		Free verse (3 weeks)		Sonnets (2 weeks)	
Suggested outcomes (including learning and performing year group poems)	Compare, contrast and perform classical poems eg <i>based on the sea</i> .		Children to share and explore free verse on a theme before writing their own using vocab choices, similes, metaphors, personification		Children to read and explore examples of sonnets and their features before writing their own.	

