English Curriculum Long Term Plan Year 6

Year 6	
Term	
Autumn 1	**Driver Text: The Wolf Wilder by Catherine Rundell**

Fiction	Non Fiction	Poetry
Writing Focus Character study, developing empathy. Third person narrative. *Rising Stars Vocabulary Activity- Page 52- How can I improve my writing? *	**Writing Focus** Explanation text about re-wilding Yellowstone National Park. *Rising Stars Vocabulary Activity- Page 54- How is vocabulary used in non-fiction texts? *	**Writing Focus** Cry of Wolves- Shelagh Bullman Use 'Cry of the Wolves' a model for creating a poem about wolves using personification and metaphors.

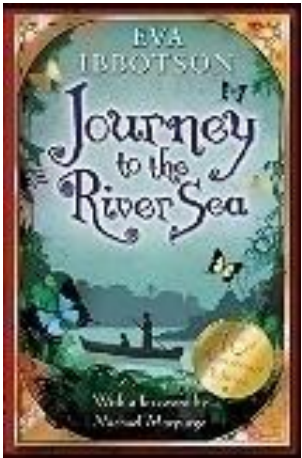| **Vocabulary, grammar and punctuation for Year 6**	**Word** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for- request, go in- enter) How words are related by meaning as synonyms and antonyms (e.g. big, large, little) **Sentence** Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VERSUS The window in the greenhouse was broken by me) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tagsL He is your friend, isn't he?) Or the subjunctive forms such as If 'I were' or 'were they' to come in some very formal writing and speech. **Text** Linking idea across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis Layout devices (e.g. headings sub-headings, columns, bullets, or tables, to structure text) **Punctuation** Use of a semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining: I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

	How hyphens can be used to avoid ambiguity (e.g. man eating shark VERSUS man-eating shark or recover VERSUS re-cover)
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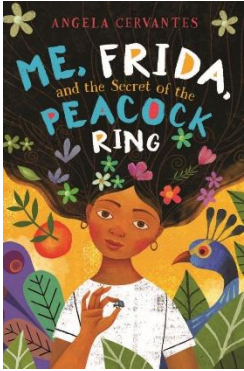| **Autumn 2**	**Driver Text: Good Night Mr Tom by Michelle Magorian**		
	Fiction	**Non Fiction**	**Poetry**
	Writing Focus Diary writing- write a diary entry as one of the characters. *Rising Stars Vocabulary Activity- Page 48- How do authors use words to describe actions? *	**Writing Focus** Writing instructions- Keeping safe in an air raid. *Rising Stars Vocabulary Activity- Page 50- Which words were used in the past? *	**Writing Focus** In-depth study of war poetry. In Flanders Fields by John McCree and Dulce et Decorum Est Wilfred Owen. Children to write their own version of In Flander's Fields using a range of figurative language. *Rising Stars Vocabulary Activity- Page 46- How does the poet use questions for effect? *
Vocabulary, grammar and punctuation for Year 6	**Word** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for- request, go in- enter)		

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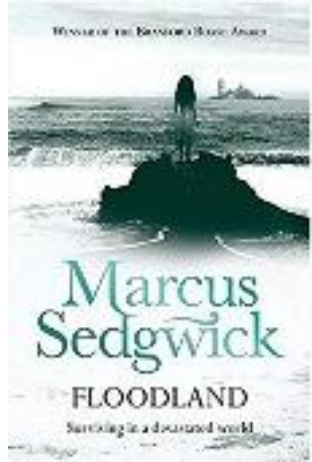| Spring 1	Driver Text: Journey to the River Sea by Eva Ibbotson		
	Fiction	**Non-Fiction**	**Poetry**
	Writing Focus Study of plot and characters. Create own narrative on the theme of following your dreams.	**Writing Focus** Persuasive letter writing- Save the Rainforest. *Rising Stars Vocabulary Activity- Page 64- How can we use words to describe light and darkness? *	**Writing Focus** Rainforest Phantoms by Dennis Martindale. Using similes, personification and metaphors in poetry. *Rising Stars Vocabulary Activity- Page 58- How do habit words work? *
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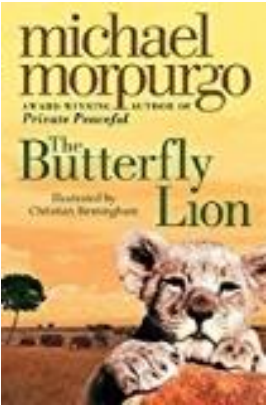| Spring 2	**Driver Text: Me, Frida and the Secret of the Peacock Ring by Angela Cervantes**		
	Fiction	**Non-Fiction**	**Poetry**
	Writing Focus Narrative- creating a setting with particular focus on Mexico and South America *Rising Stars Vocabulary Activity- Page 40- Can we talk about settings? *	**Writing Focus** Information text – The influence of the Mayans on modern civilisation.	**Writing Focus** Storm in the Rainforest- Earth2Mother Children to write a poem about the different weather that can be found within the rainforest- personifying weather or natural elements within the rainforest.
Vocabulary, grammar and punctuation for Year 6	**Word**		

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Summer 1	Driver Text: Floodland by Martin Sedgewick Varmints- Helen Ward		
	Fiction	**Non- Fiction**	**Poetry**
	Writing Focus Adventure narrative- writing an extended story using the same themes developed in Floodland. https://marcussedgwick.com/floodland/ *Rising Stars Vocabulary Activity- Page 60- How can we describe character reactions? * Environmental Change Narrative- linked to Varmints	**Writing Focus** Explanation- The water cycle *Rising Stars Vocabulary Activity- Page 44- Can we use prefixes to change meaning?*	**Writing Focus** Invictus- William Earnest Henry Using Invictus as a model for their own writing, children to write a short poem about the journey Zoe takes through Floodland- theme of overcoming hardship. *Rising Stars Vocabulary Activity- Page 56-Can we use words to describe motion?* *Rising Stars Vocabulary Activity- Page 66- Which words make us feel scared?*
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Summer 2

Driver Text: The Butterfly Lion by Michael Morpurgo

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<u>Writing Focus</u> Narrative- write a short story with an alternative view point: hunter/hunted.	<u>Writing Focus</u> Report writing on hunting providing reasoned arguments. *Rising Stars Vocabulary Activity- Page 42- How do newspaper articles use vocabulary? * *Rising Stars Vocabulary Activity- Page 68- Can we talk about evolution?	<u>Writing Focus</u> The Sound Collector- Roger McGough Generate sounds/onomatopoeia. In the style of the sound collector, children should use their ideas to write a poem about collecting the different sounds of the Serengeti. *Rising Stars Vocabulary Activity- Page 62- Can we use lost to create new words and phrases? *

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Terminology	Subject, object
	Active, passive
	Synonym, antonym
	Ellipsis, hyphen, colon, semi-colon, bullet points