

Long Term Plan for English Y6

|               | <b>Fiction</b>   | <b>Non-fiction</b>  | <b>Poetry</b>   |
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| <b>Autumn</b> | <p><b>Historical Stories</b><br/>Essential books:<br/><i>WarHorse</i> by Michael Morpurgo,<br/><i>War Game</i> by Michael Foreman,<br/><i>In Flanders Fields</i> by Jorgensen &amp; Harrison-Lever<br/><i>One Boy's War</i> by Huggins-Cooper &amp; Benfold Haywood<br/>Grammar includes:<br/>Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech.</p> | <p><b>Recounts</b><br/>Essential books:<br/><i>The Day of Ahmed's Secret</i> by Florence Parry Heide &amp; Judith Heide Gilliland<br/><i>Hurricane</i> by David Wiesner<br/>Grammar includes:<br/>Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using past and present tense verbs appropriately and recognising the differences; using the perfect form of verbs.</p> | <p><b>Choral or performance poems</b><br/>Essential books:<br/><i>The Works</i> chosen by Paul Cookson<br/><i>Revolting Rhymes</i> by Roald Dahl<br/><i>Read Me 1</i> chosen by Gaby Morgan<br/><i>Plum</i> by Tony Mitton<br/>Grammar includes:<br/>Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; recognising and using the subjunctive forms of the verb; recognising and using apostrophes correctly; using expanded noun phrases in own writing</p> |
|               | <p><b>Significant authors</b><br/>Essential books:<br/>Books by Phillip Pullman: <i>Northern Lights</i> and <i>Clockwork</i>. Then choose those preferred from: <i>Spring-heeled Jack</i>, <i>Count Karlstein</i>, <i>Firework Maker's Daughter</i>, <i>I was a Rat</i><br/>Grammar includes:<br/>Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely.</p>   | <p><b>Instructions and Explanations</b><br/>Essential books:<br/><i>Sue Palmer's Books of Instructions and Explanations</i><br/>Grammar includes:<br/>Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently.</p>  | <p><b>Narrative poems</b><br/>Essential books:<br/><i>The Highwayman</i> by Alfred Noyes<br/>Other poems are provided in resources<br/>Grammar includes:<br/>Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using relative clauses correctly and appropriately; recognising and using the perfect form of verbs; identifying and using adverbials</p>   |
|               | <p><b>Outsiders</b><br/>Essential books: <b>Eric</b>, Shaun Tan, <b>The Island</b>, Armin Greder, <b>Friend or Foe</b>, Michael Morpurgo<br/>Grammar includes:<br/>Develop understanding by learning the grammar in Appendix 2: linking across paragraphs using a broad range of cohesive devices; the use of adverbials and ellipsis.</p>   | <p><b>Blogs and reports</b><br/>Essential books: Various websites, links provided<br/>Grammar includes:<br/>Develop their understanding by recognising vocabulary and structures appropriate for formal speech/writing, including devices to build cohesion within a paragraph; using passive verbs to affect the presentation of information in a sentence; using relative clauses.</p>  | <p><b>Villainous characters</b><br/>Essential books: <i>The Spider and Fly</i> by DiTerlizzi<br/>Grammar includes:<br/>Develop their understanding by recognising difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>  |

| <b>Harry Potter Revision and Inspiration Block</b> |   | <b>Fiction / Non-fiction / Poetry are all covered across the 9 units</b>  |  |
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| <b>Spring</b>                                      | <p><b>Unit A 5 sessions</b><br/> <b>Harry Potter and the Philosopher's Stone</b><br/> <b>Focus on:</b> Chapters 1-4<br/> <b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• Sentence punctuation</li> </ul> <p><b>Story Openings</b></p> <ul style="list-style-type: none"> <li>• Ways to open stories/story hooks</li> </ul> | <p><b>Unit B 6 sessions</b><br/> <b>Harry Potter and the Philosopher's Stone</b><br/> <b>Focus on:</b> Chapters 5-7<br/> <b>Descriptive and predictive writing</b></p> <ul style="list-style-type: none"> <li>• Modal verbs/possibility</li> <li>• Noun phrases</li> <li>• Relative clauses</li> </ul>  | <p><b>Unit C 5 sessions</b><br/> <b>Harry Potter and the Philosopher's Stone</b><br/> <b>Focus on:</b> Chapters 8-10<br/> <b>Instructional texts and a Guide</b> (to surviving Hogwarts)</p> <ul style="list-style-type: none"> <li>• Sentence forms</li> <li>• Apostrophes for contraction and possession</li> </ul>  |
|  | <p><b>Unit D 6 sessions</b><br/> <b>Harry Potter and the Philosopher's Stone</b><br/> <b>Focus on:</b> Chapters 11-14<br/> <b>Information texts and explanations</b></p> <ul style="list-style-type: none"> <li>• Adverbials/fronted adverbials</li> <li>• Sentences/phrases/clauses and active verbs</li> <li>• Parenthesis</li> </ul>                               | <p><b>Unit E 5 sessions</b><br/> <b>Harry Potter and the Philosopher's Stone</b><br/> <b>Focus on:</b> Chapters 15-17<br/> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Expressing time, place and cause</li> <li>• Conjunctions, adverbs and prepositions</li> <li>• Cohesion within paragraphs</li> </ul>  | <p><b>Unit F 6 sessions</b><br/> <b>Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix</b><br/> <b>Focus on:</b> extracts from Book 3 and Book 5<br/> <b>Chronological writing</b></p> <ul style="list-style-type: none"> <li>• Verbs and tense (progressive and perfect)</li> <li>• Cohesion between paragraphs</li> <li>• Formal and informal writing (including the subjunctive)</li> </ul> |
|  | <p><b>Unit G 5 sessions</b><br/> <b>Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix</b><br/> <b>Focus on:</b> extracts from Book 3 and Book 5<br/> <b>Persuasive writing</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice</li> <li>• Adverbs of possibility</li> <li>• Subordinate clauses</li> </ul> | <p><b>Unit H 6 sessions</b><br/> <b>Harry Potter and the Prisoner of Azkaban and Harry Potter and the Goblet of Fire</b><br/> <b>Focus on:</b> extracts from Book 3 and Book 4<br/> <b>Dialogue, conversation and Newspapers</b></p> <ul style="list-style-type: none"> <li>• Dialogue &amp; reported speech</li> <li>• Colons, semi colons, commas</li> <li>• Bullets</li> </ul> | <p><b>Unit I 3 sessions</b><br/> <b>Harry Potter and the Order of the Phoenix</b><br/> <b>Focus on:</b> extracts from Book 5<br/> <b>Testing and Celebration</b></p> <ul style="list-style-type: none"> <li>• Grammar, Punctuation and Spelling tests</li> <li>• Comprehension test</li> <li>• Celebration!</li> </ul>   |

|               | <b>Fiction</b>  | <b>Non-fiction</b>  | <b>Poetry</b>  |
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| <b>Summer</b> | <p><b>Classic fiction</b><br/>Essential books:<br/><i>Just William 1</i> by Richmal Crompton<br/>Grammar includes:<br/>Using commas to clarify meaning, using brackets, dashes or commas to indicate parenthesis, using dashes to mark boundaries between independent clauses, recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>                                       | <p><b>Chronological reports</b><br/>Essential books:<br/><i>When Jessie Came Across the Sea</i> by Amy Hest<br/><i>Mr George Baker</i> by Amy Hest<br/>Grammar includes:<br/>Using passive verbs to affect the presentation of information in a sentence, using hyphens to avoid ambiguity, using the perfect form of verbs to mark relationships of time and cause, using a colon to introduce a list, using and understanding UKS2 grammar accurately and appropriately.</p>  | <p><b>Poet study: Emily Dickinson</b><br/>Essential books:<br/><i>A variety of poems</i> provided<br/>Grammar includes:<br/>Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses.</p>  |
|               | <p><b>Modern classic fiction</b><br/>Essential books:<br/><i>The Eighteenth Emergency</i> by Betsy Byers<br/>Grammar includes:<br/>Using commas to clarify meaning or avoid ambiguity in writing, looking at the infinitive form of a verb, and the split infinitive, using expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs, using and understanding UKS2 grammar accurately and appropriately.</p> | <p><b>Information texts</b><br/>Essential books:<br/><i>The First Drawing</i> by M Gerstein<br/><i>Stone Age Boy</i> by S Kitamura<br/><i>The Secrets of Stonehenge</i> by M Manning<br/>Grammar includes:<br/>Using modal verbs to indicate degrees of possibility, using bullet points and punctuation correctly, recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.</p> | <p><b>Dialogue poems</b><br/>Essential books:<br/><i>A variety of poems</i> provided<br/>Grammar includes:<br/>Using the perfect form of verbs to mark relationships of time and cause, using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.<br/>LKS2 revision<br/>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4), indicating possession by using the possessive apostrophe (Y3/4).</p> |