English Long Term Plan – Year 6

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| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core Reading Text | The Boy in The Striped Pyjamas – John Boyne | The Boy in The Striped Pyjamas – John Boyne | Kensuke’s Kingdom (Michael Morpurgo) | The Giant’s Necklace (Michael Morpurgo) | Wonder – R.J. Palacio | Wonder – R.J. Palacio |
| Supplementary Reading Text(s) | Diary of Anne Frank (extracts)Non-fiction Blitz reports | Memorial by Gary CreweThe Mozart Question (MM) | The Island (Armin Greder)Lord of the Flies (extracts)Robinson Crusoe (extracts) | The Island at the end of Everything (Kiran Millwood Hargrave) | Pig Heart Boy (Malorie Blackman) | No Ballet Shoes in Syria (Catherine Bruton) |
| Poetry Texts(s) | That Night of Death – John RattiganWish Me Luck – Clare StewartRocca San Giovanni – George Fraser GallieI Cannot Forget – Alexander Kimmel | In Flanders Fields **(performance poem)**The Creed of a Holocaust Survivor Stop the CavalryThe Christmas Truce | Rime of the Ancient Mariner (5) | Storm on the Island (Seamus Heaney) | Body Talk – Benjamin Zephaniah | Wonder – Natalie Merchant |
| RecommendedReading –Story TimeHome Reading | The Boy at the back of the class (Onjali Q. Raúf)The Silver Sword(Ian Serailler)Flight From Ledron (Bug Club)**Reading Plus**  | Skellig (David Almond)Petronas (Bug Club)**Reading Plus** | Holes (Louis Sachar)Island Bound (Bug Club) Treasure Island (Bug Club)**Reading Plus** | The Watertower (Gary Crewe)Run (Bug Club)**Reading Plus** | The terrible thing that happened to Barnaby BrocketKing Lear (Bug Club)**Reading Plus** | The terrible thing that happened to Barnaby BrocketKing Lear (Bug Club)**Reading Plus** |
| Writing Text(s) | Rose Blanche By Ian McEwan | The Boy in The Striped Pyjamas – John BoyneThe Gas Mask – Pie Corbett | Kensuke’s Kingdom – Michael Morpurgo | The Giant’s Necklace – Michael Morpurgo | Wonder – R.J. Palacio | What’s So Special About Shakespeare? – Michael RosenRomeo and Juliet Macbeth (performance focus) |
| Writing Genres | Narrative* Dilemma story

Non-Fiction* Newspaper report
 | Narrative* Historical Fiction

Non-FictionPoetry* Free verse descriptive and structured
 | Narrative* Adventure story

Non-Fiction* Persuasive
 | Narrative* Setting description
* Mystery story

Non-Fiction* Information leaflet
 | Non-Fiction* Discussion text

Poetry Concrete poem | Narrative* Retelling of R&J

Non-Fiction* Biography

PoetrySonnet |
| Curriculum LinksWhy? | World War 2 – HistoryCore text links with History topic as well as providing a theme of understanding and acceptance of differences (there is also a link here to the Story Time recommendation featuring a main character who is a refugee). Pupils are able to put into context what life was like during WW2 but from the perspective of German and Polish characters (supplemented with Anne Frank). Rose Blanche also provides an alternative perspective from a little girl and the illustrations allow for inferences to be made for less able readers.  | World War 2 – HistoryAgain, supplementary texts allow inferences to be made through illustrations providing little but quality written word. Poetry is linked to the November commemoration of WW1, and performances of this allow not only and understanding of emotive poetry but raise key discussions of how and why war occurs? Core text ends with the line… ‘Of course this could never ever happen again’ sparking quality debate and discussion. | Hull Fishing Industry – HistoryPrevious learning of WW2 – HistoryCore text is a quality text with a broad range of vocabulary and is easier to access for less able readers (smaller quantity of words). Supplementary texts all support the same themes of survival and companionship. Themes within all texts listed spark quality discussion of human behaviour facing extreme hardship and also allows pupils to compare characters across texts who vary greatly.  | PHSE links – bereavement/lossGeography links – coastal comparisonsCore text is written by the same author allowing immediate comparisons to be made and consider the author’s style and intent at a deeper level. Texts chosen include female protagonists to ensure a gender balance across the term and there is a variation in settings to inspire writing.  | PHSE links – acceptance and celebrating differencesScience links – solar system revisitCore text is chosen for this time of year looking into transition into a new school and accepting differences of others. This text offers the perspective of various characters to allow pupils to understand what living with disability is like – even when you aren’t the one affected. Supplementary texts all offer varied stories relating to a similar theme of feeling/being different and are written by a diverse range of writers to ensure culture/race/gender and disability are all explored through these texts.  | PHSE links – acceptance and celebrating differencesScience links – solar system revisitCore text is chosen for this time of year looking into transition into a new school and accepting differences of others. This text offers the perspective of various characters to allow pupils to understand what living with disability is like – even when you aren’t the one affected. Supplementary texts all offer varied stories relating to a similar theme of feeling/being different and are written by a diverse range of writers to ensure culture/race/gender and disability are all explored through these texts. |