

Nurture
InsPire
ResPect
Succeed

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Primary School

English Long-Term Planning – Year 6



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English Long-Term Planning – Year 6

	Autumn term		Spring term		Summer term	
	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story
Book choice	<i>Kensuke's Kingdom</i> Michael Morpugo	<i>A Christmas Carol</i> (abr.) Charles Dickens	<i>Cogheart</i> Peter Bunzl	<i>The Arrival</i> Shaun Tan	<i>Holes</i> Louis Sachar	<i>A Midsummer Night's Dream</i> William Shakespeare
Narrative focus	Narrative – perspective / suspense and action (3 weeks)	Narrative – Suspense / Authorial Style (3 weeks)	Description – Language focus (3 weeks)	Narrative – viewpoint / flashback (3 weeks)	Narrative – Dialogue to advance the action (3 weeks)	Play script – Language focus (3 weeks)
Suggested outcomes	Children continue to learn the conventions of different types of writing, such as the use of the first person/third person. This may be achieved through adding a chapter to <i>Kensuke's Kingdom</i> which uses a combination of first person/third person.	Pupils should be shown how to compare characters, settings, themes and other aspects of what they read, based around <i>A Christmas Carol</i> by Charles Dickens. They will primarily focus on the inclusion of the themes of loss, heroism and redemption.	Children will consider how authors (with a focus on Peter Bunzl's <i>Cogheart</i>) have developed characters and settings, using an array of stylistic and linguistic features. Children will use dialogue to advance the action. There will be a strong emphasis on how authors utilise grammar and punctuation.	Children will have opportunities to compare characters, consider different accounts of the same event and discuss viewpoint. They will focus on the short picture book <i>The Arrival</i> and contemplate how characterisation is achieved despite an absence of language.	In narratives, with a specific focus on <i>Holes</i> by Louis Sachar, children will focus on describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Children will also	Children will focus on hearing and learning new vocabulary and grammatical structures, and discussing these, with a specific focus on 'Shakespearean' language via <i>A Midsummer Night's Dream</i> . Children will use the Six Presentational skills to create and perform plays.
Non-fiction focus	Persuasion (3 weeks)	Explanation (3 weeks)	Recount (3 weeks)	Information (3 weeks)	Discussion (3 weeks)	Teacher's Choice (2 weeks)
Suggested outcomes	Persuasive letters based on topic or class book, focused primarily on the use of language to create formality/informality. Persuasive devices will build on what is taught in Year 5, culminating in an understanding of Ethos, Pathos and Logos. The non-fiction progression grid will be used.	Children will use stylistic and linguistic devices to create an explanation text focused on answering a specific, generally-scientific question. There will be an emphasis on audience and purpose. Children will concentrate on ensuring the layout of the text is appropriate, with logical, chronological paragraphs explaining key parts of the process. The	Children to compose a biographical piece of writing on a famous person. The biography should build on what is taught in Year 5 with greater focus on audience and use of stylistic devices e.g. subordination, varied sentence starters, deliberate vocabulary choices. The non-fiction progression grid will be used.	Children will write an information text (non-chronological report) leaflet, in which two or more subjects are compared. There will be a link to Science, History or Geography if possible. There will be a strong emphasis on accurate and useful use of GPAS to create meaning, effect and avoid ambiguity. The non-fiction progression grid will be used.	Using the Six Presentational Skills, with focus on at least two key areas, children will take part in debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints. The debate should be based on one of the four areas of the <i>Courageous Advocates</i> . E.g. poverty The non-fiction	Working with the children, the teacher can decide to do one of the following two choices: 1. Revisit a previous piece of work to edit and improve it 2. Revisit a previously taught genre, offering children another chance to produce an independent piece of writing focused on purpose and audience.



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		non-fiction progression grid will be used.			progression grid will be used.	The non-fiction progression grid will be used.
Poetry focus	Figurative Language (Classical poetry) (2 weeks)		Figurative Language (Contemporary poetry) (2 weeks)		Rehearse poems learnt by heart (1 week)	
Suggested outcomes	Children study poetry based on World War One, comparing and contrasting poems from a range of poets. Children use a mixture of figurative language: similes, metaphors, personification etc. Children also consider audience and purpose of World War One poetry.		Children study contemporary poetry based on figurative language, beginning with <i>The Dreadful Menace</i> , Children build on what is learnt in the Autumn term by using increasingly complex figurative language e.g. similes, metaphors, personification, onomatopoeias.		Children will perform and read aloud a wide range of poems, with at least two poems learnt by heart. Children will use the Six Presentational Skills to consider intonation, tone and volume to show meaning to the audience.	