



2019-2020 English Long Term Plan Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
1.1	Expectations in English. Introduce Reading challenge	<p style="text-align: center;">‘Holes’ Louis Sachar</p> <p style="text-align: center;">Create vivid setting and character descriptions (<i>select vocabulary carefully for effect, use expanded noun phrases, relative clauses, prepositional phrases etc.</i>) <i>Participate in discussions about books (V.I.P.E.R.S.)</i> Structure writing for effect (<i>cohesion, linking paragraphs, formal/informal language, punctuation etc.</i>) Planning, edit and improve work (<i>identify audience, how do authors develop character, assess the effectiveness of your own and others’ writing.</i>)</p>							
1.2	Poetry (various): Listen to and discuss, read and learn, write and perform	<p style="text-align: center;">Adventure Stories (Way Past Winter, Arctic Adventure, ‘Bear Grylls’, ‘Northern Lights’, non-fiction books/websites about the Arctic)Researching settings (<i>use authentic vocabulary, retrieve information from non-fiction, precis longer passages</i>) Creating vivid setting and engaging characters (<i>select appropriate grammar/vocabulary, expanded noun phrases, relative clauses</i>) Plot (<i>integrating dialogue, advancing action, creating atmosphere, higher level punctuation</i>) Planning an extended Arctic adventure story (<i>audience and purpose, develop initial ideas, draw on research & other authors’ work for inspiration</i>) Write an extended Arctic adventure story (<i>settings, characters & atmosphere to advance plot, cohesion</i>) Proofreading, editing and improving (<i>all editing objectives</i>)</p>							
2.1	<p style="text-align: center;">Battle of Britain WW2 (Goodnight Mr Tom; Once; Boy in the Striped Pyjamas)</p> <p style="text-align: center;">Plan and write for different purposes (<i>flashbacks, setting/character description, reports, action and dialogue, war poetry</i>) Create atmosphere (<i>identify audience and choose vocabulary for effect</i>) Use a wide range of devices to build cohesion within and across paragraphs Proofreading, editing and improving (<i>all editing objectives</i>)</p>								
2.2	<p style="text-align: center;">Shakespeare (Macbeth)</p> <p style="text-align: center;">Immersion in text (<i>Shakespeare’s impact on literature, predicting events, evaluating the author’s use of language, working out the meaning of words from context, explain and discuss events, draw inferences and justify opinions</i>) Pieces inspired by text (<i>creating atmosphere, expanded noun phrases, dialogue, modal verbs, levels of formality and passive voice, clause structures and commas for clarity, use adverbs and preposition phrases to add detail and precision</i>) Performing (<i>preparing plays to perform, showing understanding through intonation, tone and volume</i>)</p>								
3.1	Assess and review (SATs Prep)								
3.2	Barton Hall - PGL	<p>Narrative: Planning, paragraphs/cohesion, setting and character description (atmosphere), dialogue, detailed vocabulary (adverbials, expanded noun phrases, preposition phrases), shifts between tense Non-fiction: Geography link</p>			Link with Summer Production, programmes, production rehearsals; report comments and transition				

* **NB: GPS objectives taught throughout year**