

English Year 6 – Updated November 2021

Guided reading		
Classic Fiction	<ul style="list-style-type: none"> • Five Children and It – Edith Nesbit • Heidi – Johanna Spyri • Smuggler’s Boots (Sussex Folk Tale) – Xanthe Gresham Knight • The Cat and the Dog • The Phantom Tollbooth – Norton Juster • The Voyage of the Dawn Treader – C S Lewis • The Jungle Book – Rudyard Kipling 	<p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied. Provide reasoned justifications for their views.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p>
Poetry	<ul style="list-style-type: none"> • The Spider and the Fly – Mary Howitt • The Song of Mr Toad – Kenneth Grahame • How the Leaves Came Down – Susan Coolidge • The Story of Fidgety Philip – Heinrich Hoffmann 	
Modern Fiction	<ul style="list-style-type: none"> • Skellig – David Almond • Wild Boy – Rob Lloyd Jones • Monster Blood Tattoo – D M Cornish • The Peculiars – Kieran Larwood • The Nowhere Emporium – Ross MacKenzie • Turtle Boy – Evan Wolkenstein • The London Eye Mystery – Siobhan Dowd • Black Powder – Alley Sherrick • Private Peaceful – Michael Morpurgo • The Rise of Renegade X – C Campbel • Georgie – Malachy Doyle • The Name of this Book is Secret – Pseudonymous Bosch • The Touchstone – Andrew Norriss • Noughts and Crosses _ Malloey Blackman • Skulduggery Pleasant – Derek Landy • Worlds Apart 	

	<ul style="list-style-type: none"> • To be a Cat – Matt Haig • The Witches – Roald Dahl • City of Rust – Gemma Fowler • Speechless – Kate Darbishire 	<p>Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>
Graphic Novel	<ul style="list-style-type: none"> • Robin Hood - MyOn version 	
Non-Fiction	<ul style="list-style-type: none"> • Premier League Footballers • School uniform Argument • The Amazon Rainforest • Deadly Detectives - Steve Backshall • Octopush 	
Play script	<ul style="list-style-type: none"> • Jimmy the Trapper - BBC Radio • The Tempest - Shakespeare 	

English
Term 1

Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Blue reading, Green writing)
Narrative	Abandoned train	Descriptive writing, setting and building suspense.	<p>A Series of Unfortunate Events series by Lemony Snicket : The Bad Beginning. (Book 1)</p> <p>The Lion, the Witch and the Wardrobe by C. S. Lewis.</p> <p>A Wrinkle in Time by M L'Engle.</p> <p>The Book Thief by Marcus Zusak.</p> <p>The Alphabet Tree by Leo Lionni.</p> <p>The Tale of Despereaux by Kale Dicamillo.</p> <p>The Memoirs of Cleopatra by Margaret George</p> <p>The Night People by Jack Finney.</p> <p>Stars for watery Eyes by Erika Crowl</p>	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader • In narrative, children describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Use a range of strategies to support accurate spelling in writing. • Use a thesaurus independently and confidently. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. • Use commas to clarify meaning or avoid ambiguity.
Narrative	Shadow Jumper	Descriptive writing, making predictions Building suspense Dialogue between characters	<p>Shadow Jumper by M J Forster</p> <p>The Lightning Catcher by Clare Weze</p> <p>The Girl in Wooden Armour by Conrad Mason</p>	<ul style="list-style-type: none"> • Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. Provide reasoned justifications for their views. • Use a range of strategies to support accurate spelling in writing.

			<p>Rise of the Shadow Dragons by Liz Flanagan.</p> <p>This is True Movement by David Wickes</p>	<ul style="list-style-type: none"> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use expanded noun phrases to convey complicated information concisely. Confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. Use commas to clarify meaning or avoid ambiguity. Use informal speech accurately in independent writing. Use the perfect form of verbs to mark relationships of time and cause
Explanation / information texts	Octopus information	Non-fiction writing. Style, features and layout of information text – punctuation focus commas in a list, colons, vocabulary...	<p>Hidden Planet: Ben Rothery</p> <p>Octopus!: The Most Mysterious Creature in the Sea by Katherine Harmon Courage</p> <p>The Soul of an Octopus: A Surprising Exploration Into the Wonder of Consciousness by Sy Montgomery</p> <p>2014 SATs Reading paper</p>	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. Retrieve, record and present information from non-fiction. Use knowledge of morphology and etymology to work out how to spell and understand words. Use expanded noun phrases to convey complicated information concisely. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Use bullet points effectively and consistently.
Term 2				
Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Blue reading, Green writing)
Fables, folk tales, legends	Robyn Hood and The True Story of Robin Hood	Descriptive writing, making predictions Building suspense Dialogue between characters Play script	<p>Adventures of Robin Hood (Classic Starts) by Howard Pyle</p> <p>Robin Hood (Classic Illustrated) by Howard Pyle</p>	<ul style="list-style-type: none"> Make comparisons within and across books. Summarise and present a familiar story in own words. Increase familiarity with a wide range of books, including myths, legends and traditional stories, and books from other cultures and traditions.

		Comparing modern versions with the traditional (Robin Hood)	<p>Robin Hood: Hacking, Heists & Flaming Arrows (Robert Muchamore's Robin Hood)</p> <p>The Story of Robin Hood (Picture Books): by Rob Lloyd Jones and Alan Marks</p> <p>Outlaw, True Story of Robin Hood by Michael Morpurgo</p>	<ul style="list-style-type: none"> • Increase familiarity with a wide range of texts, including legends and traditional stories, modern fiction and fiction from our literary heritage. • Perform own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear. • Confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. • Use commas to clarify meaning or avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis.
Older / classic literature study (reading into writing)	Charles Dickens (destitute Victorian Britain)	Understanding and comparing tone and mood to build atmosphere Comparing extracts from Charles Dickens (classic literature) – focusing on destitute Victorian Britain. Annotating/analysing setting texts Writing a description of destitute Victorian Britain. Performance Poetry	<p>Harry Potter and the Goblet of Fire by J.K. Rowling</p> <p>A Wrinkle in Time by Madeleine L'Engle</p> <p>Oliver Twist by Charles Dickens</p> <p>Hard Times by Charles Dickens</p> <p>Bleak House by Charles Dickens</p> <p>The Smoke by Roger Hurn</p>	<ul style="list-style-type: none"> • Make comparisons within and across books. • Identify and discuss themes and conventions in and across a wide range of writing. • In narrative, children describe settings and atmosphere.
Narrative	Street Child and Far From Home	Comparing descriptions of workhouses/Victorian child labour in both	<p>Workhouse – A Victorian Girl's Diary by Pamela Oldfield</p> <p>Conditions in the Workhouse - article Street Child by Berlie Doherty</p>	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books.

		literature and non-fiction report. Escape from the workhouse to create personification poetry Empathy, character description		<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Use a thesaurus independently and confidently. • Use knowledge to plan, draft, write and edit my own composition. • Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Use expanded noun phrases to convey complicated information concisely.
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Term 3

Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Bluereading, Green writing)
Fables, folk tales	Folk tales	Understanding morphology and etymology, roots, suffixes and prefixes to help with spelling. Know the features of folk tales. Write own folk tale based around the local area.	Sussex Folk Tales for Children: Xanthe Gresham Knight The Highwayman by Alfred Noyes The Highwayman's Curse by Nicola Morgan Smugglers by Christopher Russell The Life of a Smuggler by Helen Hollick	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning. • Increase familiarity with a wide range of books, including myths, legends and traditional stories, and books from other cultures and traditions • Increase familiarity with a wide range of texts, including myths and traditional stories and fiction from our literary heritage, • Use knowledge of morphology and etymology to work out how to spell and understand words. • Use knowledge to plan, draft, write and edit my own composition. • Use a wide range of devices to build cohesion within and across paragraphs. • Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).

Persuasion and discussion	Guide Dogs (persuasion)	Create a persuasive information leaflet encouraging people to donate to the guide dog charity or sponsor a pup. To use appropriate tone and punctuation to suit.	Guide dogs Reading SATs paper Leaflets: RSPCA Rehoming Cats, Every Day Heros, Animal Aid website – youth leaflets Guide Dogs website Cogheart (prologue) – Peter Bunzl	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Summarise the main ideas, drawn from more than one paragraph, identify key details, that support the main ideas. Use a range of strategies to support accurate spelling in writing. Choose the appropriate tone for writing (informal or formal). Distinguish between statements of fact and opinion. Use brackets, dashes or commas to indicate parenthesis. Use bullet points effectively and consistently.
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Term 4

Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Blue reading, Green writing)
10 Narrative Dramatic conventions	Holes	Empathy -Informal letters / email Diary entry – changing the tone of the writing dependent upon audience. Setting description Poetry (figurative language: personification, metaphors, similes, alliteration) Descriptive writing, setting and building suspense. Learning new vocabulary Flash backs	Holes: Louis Sachar There's a boy In the Girls' bathroom: Louis Sachar Lost in the Desert of Dread by Tracey Turner James and the Giant Peach by Roald Dahl Tiger, Tiger Burning Bright – poetry by The National Trust Cogheart by Peter Bunzl Z is for Zachariah by Robert O'Brien The Diary of a Young Girl by Anne Frank Dear Teacher by Amy Husband	<ul style="list-style-type: none"> Make comparisons within and across books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justifications for their views. Distinguish between statements of fact and opinion. Use informal speech accurately in independent writing. Choose the appropriate tone for writing (informal or formal). Use knowledge to plan, draft, write and edit my own composition. Use a wide range of devices to build cohesion within and across paragraphs. Use ellipses to link ideas between sentences/paragraphs. Readily identify and use the passive voice.

Explanation / persuasion information texts	Advertising futuristic products (persuasion)	Use persuasive techniques to write a balanced argument. Use persuasive techniques to advertise a futuristic product.	Daisy Eat Your Peas by Kes Gray and Nick Sharratt	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader When writing, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use knowledge to plan, draft, write and edit my own composition.
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Term 5

Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Blue reading, Green writing)
12 Narrative	A Darkness of Dragons	<p>To be able to confidently identify a range of cohesive devices in a variety of fictional extracts.</p> <p>To write a description of Andig's Pass using a range of cohesive devices, including formal and informal dialogue alongside well-chosen descriptive devices.</p>	<p>A Darkness of Dragons: S A Patrick</p> <p>Bigfoot Mountain: Roderick O'Grady</p> <p>A miscellany of Magical Beasts: Simon Holland</p> <p>Under Crook's Wood: AB Martin</p> <p>Dragon Mountain: Katie and Kevin Tsang</p> <p>Pog: Padraig Kenny</p> <p>Cogheart: Peter Bunzl</p> <p>The Princess Diaries. Third Time Lucky: Meg Cabot</p> <p>The Lion The Witch and The Wardrobe: C.S.Lewis</p>	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Use a wide range of devices to build cohesion within and across paragraphs. Use formal and informal speech accurately in independent writing. Use the perfect form of verbs to mark relationships of time and cause

			The Way Past Winter: Kieran Millwood Hargrave	
13 Narrative	Here lies Arthur text extract	Developing characters, story, plot and excitement.	Here lies Arthur: Philip Reeve Race to the Frozen North by Catherine Johnson	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. Provide reasoned justifications for their views. • Reflect understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. • Write legibly and fluently and within increasing speed, choose an appropriate handwriting style and writing implement that is best suited for the task. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Use ellipses to link ideas between sentences/paragraphs.
14 Narrative	The Subtle Knife extract	Developing characters, story, plot.	The Subtle Knife: Philip Pullman City of Rust by Gemma Fowler The Unicorn Quest by Kamilla Benco	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Use ellipses to link ideas between sentences/paragraphs.
15 Dramatic conventions Older / classic	Romeo and Juliet	Acting out story, particularly the fight scene	Romeo and Juliet by William Shakespeare Extracts from the original	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. Provide reasoned justifications for their views. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

literature study			Romeo and Juliet (A Shakespeare Story) by Andrew Matthews Romeo and Juliet (Graphic Novel) by Hernan Carreras	
Term 6				
Genre	Unit / Title	Outcome/s	Texts used to support Red is poetry	Skills (Blue reading, Green writing)
16 Recount/ Diary Entry	The Present (visual text – Literacy Shed)	To be able to make inferences about a characters emotions based on their actions. To write in role and recount events and emotions.	N/A – visual Chocolate Cake – Michael Rosen (for the teaching of commas)	<ul style="list-style-type: none"> • Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Choose the appropriate tone for writing (informal or formal). • Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). • Use commas to clarify meaning or avoid ambiguity.
17 Poetry Discussion	Refugee poem	Vocabulary Narrative poetry Write own back to front poem Discussion – how should refugees be treated? Links to school values: Equality, respect and friendship	Refugee poem The Boy at the back of the Class by Onjali Rauf Shadow by Michael Morpurgo	<ul style="list-style-type: none"> • Learn a wider range of poetry by heart. • Ask questions to improve their understanding. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Read aloud a wider range of poetry accurately and at a reasonable speaking pace. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Participate in discussions about poetry, building on their own and others’ ideas and challenging views courteously. • Use knowledge to plan, draft, write and edit own composition.

				<ul style="list-style-type: none"> Perform own compositions, considering audience using appropriate intonation, volume and movement so that meaning is clear.
Biography and discussion	Charles Darwin Biography, Explorer 23degrees 5 minutes, and Mary Anning	Biography Discussion – what would've happened if Charles had not made the discoveries that he did? (Links with Science evolution in term 5 and 6)	<p>Diary entry from HMS Beagle (Darwin)</p> <p>The Origin of Species: Sabina Radeva – child friendly</p> <p>The Highwayman by Alfred Noyes</p> <p>Mary Anning (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara</p> <p>Cogheart by Peter Bunzl</p>	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion. Use knowledge to plan, draft, write and edit own composition. Use a wide range of devices to build cohesion within and across paragraphs. Choose the appropriate tone for writing (informal or formal). Children use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Poetry and Dramatic conventions	The Raven	Understanding more complex vocabulary. Inferring meaning. Acting out poem	<p>The Raven: Edgar Allan Poe</p> <p>Examples of modern Gothic literature: The Quiet end of the World by Lauren James</p> <p>The boy who Steals Houses by C.G. Drews</p>	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Ask questions to improve their understanding. Children can infer the meanings of unfamiliar words, and then discuss what they have read. Use knowledge of morphology and etymology to work out how to spell and understand words.
procedure / instructions	Instructions: Handball	Consider the audience and vocabulary and formality of different genres of writing (form, audience, purpose).	<p>The Tunnel: Anthony Browne</p> <p>The way Things Work: David Maualay</p> <p>Poems to live your life by: Chris Riddle</p> <p>The Isle of full noises: William Shakespeare</p>	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Write legibly and fluently and within increasing speed and choose an appropriate handwriting style and writing implement that is best suited for the task. Readily identify and use the passive voice. Choose the appropriate tone for writing (informal or formal).

		Write own instructions focusing on the key features and layout.	My First Cook Book: Rachel Stubbs The Day I Fell into a Fairy tale: Ben Miller First News extracts Best Playground Games for Kids by Andrea Ludwig Cooking Up a Storm by Sam Stern	
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