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| **English Long Term Overview – Year 6** | | | | | | | | | | | | | | | |
| **Term** | **Autumn** | | | | | **Spring** | | | | | | **Summer** | | | |
| **Topic** | Worth the fight? | | | | | M M monsters What’s that coming over the hill? | | | | | | Self-fulfilling prophesy | | | |
| **Duration** | 3 weeks | | 3 weeks | 3 weeks | 4 weeks | 7 weeks | 2 weeks | 3 weeks | | | 3 weeks | | 3 weeks | 3 weeks | 3 weeks |
| **Purpose** | To persuade | | To discuss | To inform | To entertain and describe | To entertain and to describe  Write a non-chronological report to inform | Describe a monster | Revision block | | | To describe | | To persuade | To inform | To inform |
| **Form – significant piece of writing** | Cold task:  Letter to teacher to persuade to have a day off.  Apprentice task  Letter to Militia men to ask for help  Letter to doctor asking for medicine | | Cold task: Discussion text on whether Ayesha’s father should have left.  Discussion Text  Should mother have sent her baby  Should school day be longer  Should Halloween be banned  What action should be taken about the refugee? | Biography  Charles Dickens  Biographic scene writing for the Xmas fair | Narrative- Ghost of Christmas Future  Description of Victorian London/ atmosphere | Narrative  Ghost story  Strange Star continuation.  Frankenstein – comparison between Mary Shelly’s life and the Frankenstein story  Discussion- Reasons for and against creating another monster  Diary from Mary Shelley POV | Information text:  Style of Wondergarden to describe mythical beast | GRAMMAR FOCUS  READING FOCUS | | | Description of Macbeth and Banquo meeting the witches on the heath | | Letter from Lady Macbeth to persuade Macbeth to kill King Duncan | Newspaper report to inform the people of Scotland of the King’s murder | Non Chron report on witches |
| **Greater depth tasks** | By outcome  Adult audience (inc. passive) | | Possible persuasive piece – one side of the argument  Choose form | By outcome | By outcome | Two differing views: Frankenstein and his monster as monster comes to life |  |  | | | First and third person accounts | | By outcome, including analysis of powerful speeches  Choose form | Bias | By outcome |
| **Form- Apprentice pieces of writing** | Persuasive letter to doctor from Ayesha | | Balanced argument – should refugees be allowed into the UK | Focus on biography  Grammar pieces | Descriptions of settings and characters  Job advert – replace Bob Cratchit | Description of Eden Court  Ghost story | Description of Beowulf or Grendal |  | | | Practise descriptions of weather.  Descriptions of witches | | Captions for tableaux | Description of scene  Speech bubbles to direct speech and then reported | What makes a good witch? |
| **Hot write** | Hot task.  Letter to father to beg for help | | Should the refugee be sent back to sea by the islanders? | Biography of Charles Dickens | Narrative text- Ghost of Christmas future  Description of setting/ Victorian London | Narrative- story continuation | Description of their creature |  | | | Description of Macbeth and Banquo meeting the witches on the heath | | Letter from Lady Macbeth to persuade Macbeth to kill King Duncan | Newspaper report to inform the people of Scotland of the King’s murder | Non Chron report on witches |
| **Audience/s** | Ayesha’s father  Dr Leila | | Class debate | Parents (Christmas Fair) | Older readers  Newspaper to contain job advert – readers of newspaper | Share between classes – other Y6 ch. | Wondergarden readers |  | | | Year 5 | | Macbeth | People of Scotland | Adults/ academics |
| **Rich Text Hook**  **to be used:** | Oranges in No Man’s Land | | The Island  The boat | A Christmas Carol | A Christmas Carol  Less able - Ladybird | Frankenstein  Strange Star | Wondergarden  Beowulf |  | | | Macbeth | | Macbeth | Macbeth | Macbeth  King James Demonology |
| **Complementary Texts** | Newspaper articles on refugees  Redcross film | | Malala Yousafzai – Warrior with words  The Refugees – Brian Bilson  The boat | Examples of biographies  Video clips/ film CD life | Christmas carol audio from the BBC  Different version of a Christmas Carol  CC Films | Frankenstein (reading for pleasure) |  |  | | | Other versions of Macbeth  Comic strips of Macbeth  Film clips | | Other versions of Macbeth  Comic strips of Macbeth  Film clips | Other versions of Macbeth  Comic strips of Macbeth  Film clips | Fantastic beasts and where to find them |
| **WAGOLL** | Previous children’s work | | The Week Junior debates | Auto biographies Twinkl  Children’s work | Christmas Carol | Strange Star  Previous work | Wondergarden |  | | | Previous work/  Teacher’s own | | Persuasive speeches/ Speakers  Judi Dench as Lady Macbeth | Newspaper reports | Fantastic beasts |
| **Cross curr writing** |  | |  |  | Letter to improve conditions in workhouse/ History |  |  |  | | |  | | What does god mean to me- RE |  |  |
| **Class Reading Skills Texts ( if different)** | Oranges in No Man’s Land | | Non-fiction articles about refugees | A Christmas Carol | A Christmas Carol | Strange Star | Wondergarden  Beowulf | Book week texts | | | Macbeth | | Macbeth | Charles and Mary Lamb Macbeth |  |
| **Spoken Language** | 1a 5b 6a 7b 9a 9b 10a | | 1a 4a 5b 6a 7b  9a 9b 10a 11a | 3a 4a 5c 7a 8d | 3a 4a 5c 7a 8d | 3a 4a 5a |  | 1a 6a 10a | | | 5c, 8c | | 9a, 9b, 10b, 2a | 2b |  |
| Ongoing: 1b 2a 8a 8b 9a | | | | | | | | | | | | | | |
| **Transcription** | Ongoing: 1a, 1b, 1c (1d, 1e) | | | | | | | | | | | | | | |
| **Handwriting** | Ongoing: 2a (2b) | | | | | | | | | | | | | | |
| **Composition:**  **Composition and Effect** | 3f | 3a  3d (noun phrases)  3g | 3f | 3d  3f | 3a  3b  3c  3d  3e  3f | **3a, 3b, 3c, 3d, 3e, 3f** | 3f | | 3a  3d  3e  3f  3g | 3a  3d  3e  3f  3g | | | 3b  3c  3d  3e  3f | 3d  3f | 3a  3d  3f |
| **Composition:**  **Text Structure and Organisation** | 4a | 4a  4c | 4a  4c | 4a  4c |  |  | 4a  4b  4c | | 4a | 4a  4b | | |  | 4a  4c |  |
| Ongoing 4b | | | | | | | | | | | | | | |  |  | Ongoing: 4b |  |
| **Composition**  **Sentence Structure** |  | 5a  5c | 5b  5c  GD1  GD2 | 5a  5b  5c | 5a  5b | **5a**  5b | 5a  **5c** | | 5a  5b  5c | 5a  5c | | | 5a  5b | 5a  5b  5c |  |
| **Grammar and Punctuation** | 6j, 6l | 6a  6c | 6a  6f | 6a  6c  6f | 6b  6c  6d  6e  6g  6h  GD1  GD2  GD3 | **6d**, 6f, 6g 6j 6f  GD1  GD2  GD3 | 6c  6f  6h  6k  GD2  GD4 | | 6a  6c  6e  6f  GD1 | 6e  GD2  GD3 | | | 6a | 6a  6f  6h  GD4 | 6c |
| Ongoing: 6b, 6e, 6i, | | | | | | | | | | | | | | |