




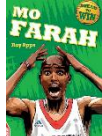




# John Shelton Primary School - Long Term English Overview



Year 6	Autumn					Spring			Summer			
<b>Core text/Theme:</b>	<b>Contemporary fiction</b> <b>The Lion and the Unicorn</b> by Shirley Hughes 	<b>Visual literacy</b> <b>The Piano</b> 	<b>Visual Literacy</b>	<b>Contemporary fiction</b> <b>The Great Kapok Tree</b> by Lynne Cherry 	<b>Poetry</b> <b>War poems</b> <b>Writing poetry</b> Write a poem based on the war and poem performance <b>2 weeks</b>	<b>Classic Literature</b> <b>The Hobbit</b> by J.R.R.Tolkien 		<b>Contemporary fiction</b> <b>Kensuke's Kingdom</b> by Michael Morpurgo 	<b>Non-fiction</b> <b>Mo Farah</b> by Roy Apps 	<b>Visual literacy</b> <b>The Lighthouse</b> 	<b>Contemporary fiction</b> <b>Holes</b> by Louis Sachar 	<b>Poetry forms – Free Verse</b> <b>Writing poetry</b> Write a free verse poem and poem performance. <b>2 weeks</b>
<b>Narrative Writing outcome:</b>	<b>Narrative Writing to narrate</b> To write a story with an evacuee as the main protagonist <b>3 weeks</b>		<b>Setting description Writing to describe</b> To write a spooky setting description Oracy outcome – Spooky Stories reading event/film and record <b>2 weeks</b>	<b>Narrative Writing to narrate</b> To write a story set in the Amazon rainforest. <b>2 weeks</b>		<b>Narrative Writing to narrate</b> To write a journey story set in middle earth (middle/end) <b>3 weeks</b>		<b>Narrative Writing to narrate</b> To write a story based on waking up on a desert island stranded <b>2 weeks</b>		<b>Narrative Writing to narrate</b> To write a narrative based on a video clip <b>3 weeks</b>		
<b>Non-narrative Writing Outcome:</b>	<b>Non-chronological Report Writing to inform</b> To write a non-chronological report about an aspect of WW2 <b>2 weeks</b>	<b>Recount Writing to recount</b> To write a recount based on a media clip <b>2 weeks</b>					<b>Balanced argument Writing to debate</b> To write a balanced argument about an issue <b>2 weeks</b>	<b>Instruction Writing to instruct</b> To write a set of instructions for how to survive on a desert island. Oracy outcome – create an instructional video <b>2 weeks</b>	<b>Biography Writing to inform</b> To write a biography about an athlete <b>2 weeks</b>		<b>Newspaper Report Writing to report</b> To write a newspaper report for Stanley's trial Oracy outcome – act out the trial <b>3 weeks</b>	
<b>Focus:</b>	<b>Introduction to:</b> Identify and use the active and passive voice in sentences Use subjunctive forms in writing and speech Link ideas across paragraphs using a wider range of cohesive devices Can link ideas across paragraphs using ellipsis Can use layout devices Use colons to introduce a list Use of semi-colons within lists Use bullet points to list information Use hyphens to avoid ambiguity					<b>Consolidation of:</b> Identify and use the active and passive voice in sentences Use subjunctive forms in writing and speech Link ideas across paragraphs using a wider range of cohesive devices Can link ideas across paragraphs using ellipsis Can use layout devices Use semi-colons, colons and dashes to mark the boundary between independent clauses Use colons to introduce a list Use of semi-colons within lists Use bullet points to list information Use hyphens to avoid ambiguity			<b>Application of:</b> Identify and use the active and passive voice in sentences Use subjunctive forms in writing and speech Link ideas across paragraphs using a wider range of cohesive devices Can link ideas across paragraphs using ellipsis Can use layout devices Use semi-colons, colons and dashes to mark the boundary between independent clauses Use colons to introduce a list Use of semi-colons within lists Use bullet points to list information Use hyphens to avoid ambiguity			