

ENGLISH Long Term Planning - Summary of YEAR 6 Units

AUTUMN 1	AUTUMN 2
<p><u>Wonder</u> Children will have used inference, summary and prediction skills to focus on different characters in the story and write from their perspectives. To begin with they will focus on the character of Auggie, writing a letter to his new school and a diary entry from his perspective. They will then focus on the character of Via, comparing her to Auggie and analysing the author's change in formality between the two characters. Following on from this, they will analyse the character of Jack, writing an apology letter, in role making links to key events from the text. Finally, they will focus on Julian, creating a character profile and retelling part of the story using language to create hidden emotions and thoughts.</p>	<p><u>Holes</u> Children will have written for a range of purposes, beginning to understand and use conscious control and choose their language selectively. This will begin with an advert for Camp Green Lake, where they will make appropriate word choices to set a scene and use non-fiction language structures. They will then write a letter from Stanley to his Mom, using character appropriate vocabulary. With a focus on persuasive language features, children will write a letter to Stanley. They will then use archaic language suitable to the wild west to produce a newspaper article about Kissing Kate Barlow, applying journalistic features. Then, the children will examine models and gather information to write their own survival guide to Camp Green Lake, use presentational devices to structure the text.</p>
SPRING 1	SPRING 2
<p><u>The Boy in Striped Pyjamas</u> Children will have used their inference skills to write from the different perspectives of Bruno and his mother about leaving their home, making appropriate language choices for each character. They will also be able to write in role as Pavel using words and phrases to convey his feelings. While studying this book the children will also read Erika's Story and Rose Blanche, which they will use to compare and make links with the Boy in Striped Pyjamas. The children will also be able to write a first-person narrative in the role of Shmuel retelling his story of being sent to the camp using writing techniques to build up dramatic tension as well as structuring their writing appropriately to build cohesion.</p>	<p><u>The Giant's Necklace</u> Children will have developed their use of speech to write a first person retell from Cherry's perspective. They will then focus on use of figurative language in order to write a setting description of Boat Cove which will be linked to visits to Llandudno. By using models and exploring features of newspapers, the children will then use formal, journalistic language to write a newspaper report about Cherry going missing, which they will then edit and improve. They will then use cohesive devices, descriptive vocabulary and dialogue to retell parts of the story, creating tension and structuring their writing correctly. Finally, children will use formal and persuasive language to write a letter from a locals, expressing concern about 'incidents' at Boat Cove.</p>
SUMMER 1	SUMMER 2
<p><u>The Highway Man</u> Children will have developed their understanding of the archaic language used in the poem and applied this to write a wanted poster for the Highway Man. The children will then contrast and compare the language used in the poem to describe Tim and The Highwayman and use this to write a diary entry from Tim's point of view. They will develop the use of journalistic features to write a newspaper report about the capture of Bess which they will then edit and improve. They will also develop persuasive writing techniques by writing a bribe letter from the army to the Highwayman using subjective form and passive voice. Using dialogue and figurative language to create tension the children will write a ghost story about the Highwayman.</p>	<p><u>The Highway Man/Transition</u> Children will have applied factual, formal language in a newspaper about the crimes of the Highwayman. They will then debate and discuss whether Bess should or should not have killed herself, identifying the difference between fact and opinion and using techniques from argumentative writing. Throughout this half term, children will be writing their own narrative version of the Highwayman which will be written in sections. As part of this retell children will be developing the use of language to create tension, descriptive language such as similes and metaphors, dialogue to enhance the action in the narrative and the development of characters feelings through language choices.</p>