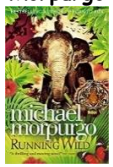
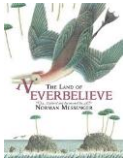
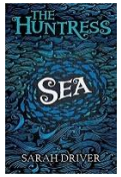
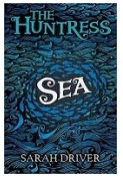
**English Long Term Plan** Year 6 Cycle B: 2021-2022

| Autumn 1: On our Doorstep | Autumn 2: 7 Wonders of the World | Spring 1: Earth and Space | Spring 2: Ancient Greeks | Summer 1: From Source to Sea | Summer 2: From Source to Sea |
|---|---|---|---|---|---|
| Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 |
| **Poetry: Environmental Goodnight Stroud by Pi Corbett**<br>**City Jungle by Pi Corbett**<br>**Take Two by Pi Corbett**<br> <br>**Audience:** Theme display board<br>**Purpose:** To entertain<br>**Outcome:** A poem describing environments | **Running Wild by Michael Morpurgo**<br>  <br>**Audience:** Tourists<br>**Purpose:** To entertain<br>**Outcome:** Stories written about a disastrous event in Blackmoor<br>(Sight of application: poem) | **The Land of never Believe by Norman Messenger**<br>**WAGGOLL: Sea Fever by John Macefield**<br>  <br>**Purpose:** To inform<br>**Outcome:** Leaflets/information sheets about their own lands<br>**Audience:** NASA/ Science Museum<br>(Sight of Application: To report on the discovery of a new island) | **Percy Jackson by Rick Riordan**<br> <br>**Audience:** Year 5/6<br>**Purpose:** To report<br>**Outcome:** A newspaper report to be displayed and used in the Greek book<br>(Sight of application: Retell next chapter of Percy Jackson) | **The Huntress: Sea by Sarah Driver (Links to shift in formality)**<br>  <br>**Purpose:** To entertain<br>**Outcome:** link to Kennings Poetry (2 outcomes) – Narrative – Disaster/escape – write from the 1st person with a distinctive voice.<br>**Audience:** Next teachers<br>(Sight of application: Creating a creature to attack the ship – explain how it attacks) | **The Huntress: Sea by Sarah Driver (Links to shift in formality)**<br>  <br>**Purpose: To Persuade:**<br>**Outcome** – A persuasive guide written to convince people to visit the land<br>**Audience:** Visitors to the class blogs<br>(Sight of Application: To inform?) |
| Key NC Statements | Key NC Statements | Key NC Statements | Key NC Statements | Key NC Statements | Key NC Statements |
| Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables<br><br>Identify the audience for and purpose of the writing<br><br>Fronted prepositional phrases for greater effect | **In narratives, describe settings, characters and atmosphere**<br><br>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br><br>**Use a wide range of devices to build cohesion within paragraphs** | Use a wide range of clause structures, sometimes varying their position within the sentence<br><br>Use semi colons, colons or dashes to mark boundaries between independent clauses<br><br>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision | Use a wide range of clause structures, sometimes varying their position within the sentence<br><br>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis | Use the perfect form of verbs to mark relationships of time and cause<br><br>**Ensure the consistent and correct use of tense throughout a piece of writing**<br><br>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis | **Use the passive to affect the presentation of information in a sentence**<br><br>**Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables**<br><br>**Use modal verbs or adverbs to indicate degrees of possibility** |

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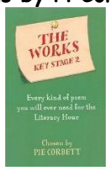
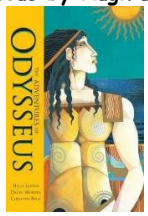
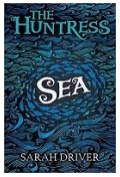
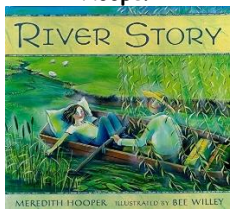
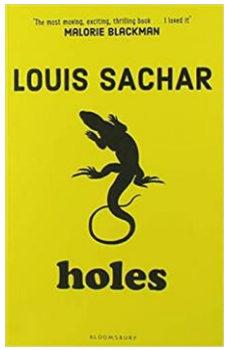
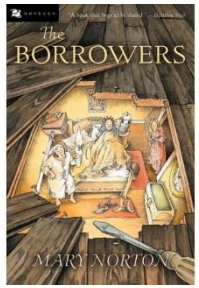
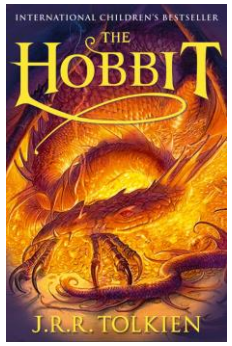
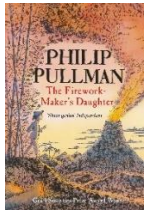
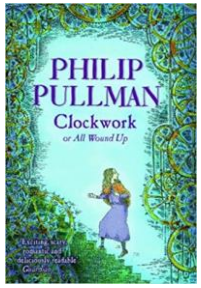
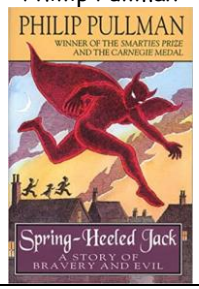
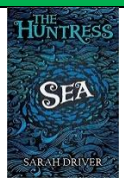
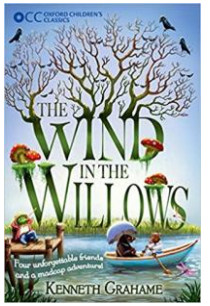
| Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 |
|---|---|---|---|---|---|
| **Window by Jeanne Baker**<br> <br><br>**Audience:** Wilson Homes<br>**Purpose:** To persuade<br>**Outcome:** Letters to Wilson homes persuading them not to build on Hogmoor Enclosure | **The Tempest by William Shakespeare**<br> <br><br>**Audience:** Book to be displayed in the reception area in January<br>**Purpose:** To entertain<br>**Outcome:** A sequel of The Tempest telling what happens next to the characters<br><br>(Sight of Application: Persuasive writing)<br><br>• | **Poetry: I ASKED THE LITTLE BOY WHO CANNOT SEE by Pi Corbett**<br>**A Poem to be Spoken Silently…**<br>**Wings by Pi Corbett**<br>  <br><br>**Audience:** Other children in class worship<br>**Purpose:** To entertain<br>**Outcome:** A poem to be performed in Class worships<br>(Sight of Application: Narrative based on the ideas in the poem) | **The Adventures of Odysseus by Hugh Lupton**<br>  <br><br>**Purpose:** To entertain<br>**Outcome:** Write a new adventure for Adyssius. Create their own mythical creature for Adyssius to face.<br>**Audience: Parents**<br>(Sight of application: to describe the mythical creatures) | **The Huntress: Sea by Sarah Driver (Links to shift in formality)**<br>  <br><br>**Purpose:** To describe<br>**Outcome:** Kennings poetry<br>**Audience:** Next teachers | **River Story by Meredith Hooper**<br>  <br><br>**Purpose:** To explain<br>**Outcome:** Innovate the poetic language to be more scientific- Explanation of journey of a river.<br>**Audience:** Visitors to the giant River<br>(Sight of Application: To inform about a particular river/part of the river?) |
| **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** |
| Linking ideas across paragraphs through tense choice (he had seen her before)<br><br>**Use a wide range of devices to build cohesion within paragraphs**<br><br>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports | Use the structures appropriate for formal speech and writing e.g. **subjunctive** forms such as If I were or Were they to come<br><br>Choose appropriate language of speech within writing eg. Colloquial language within dialogue, quotes in reports.<br><br>Wide range of devices to build cohesion within paragraphs.<br><br>Use a wide range of clause structures, sometimes varying their position within the sentence | Use figurative language such as similes, alliteration, metaphors and personification in a range of writing<br><br>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | **Use the passive to affect the presentation of information in a sentence** e.g. I broke the window in the greenhouse / the window in the greenhouse was broken<br><br>**In narratives, describe settings, characters and atmosphere**<br><br>Integrate dialogue to convey character and advance the action | Use a wide range of clause structures, sometimes varying their position within the sentence<br><br>Select synonyms accurately for effect rather than as an alternative for an original word<br><br>Draft and write by using a wide range of devices to build cohesion within paragraphs | Draft and write by using a wide range of devices to build cohesion within paragraphs<br><br>**Identify the audience for and purpose of the writing**<br><br>**Use the passive to affect the presentation of information in a sentence** e.g. I broke the window in the greenhouse / the window in the greenhouse was broken |

**English Long Term Plan** Year 6 Cycle B: 2021-2022

| Learning Journey 3 | Learning Journey 3 | Learning Journey 3 | Learning Journey 3 | Learning Journey 3 | Learning Journey 3 |
|---|---|---|---|---|---|
| <br>**The Majestic Plastic Bag**<br>**(Digital Media)**<br>(https://www.youtube.com/watch?v=GLgh9h2ePYw )<br>**Audience:** Bordon Residents<br>**Purpose:** To inform<br>**Outcome:** Documentaries written and filmed about Blackmoor using the journey of a leaf.<br>(Sight of Application: narrative about the plastic bag using the video clip) | The Explorer by Katherine Rundell? | | Who Let the Gods Out?<br>A Visitors Guide To Ancient Greece? Usborne? | | |
| **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** |
| **Use commas to clarify meaning or avoid ambiguity in writing**<br>Use the perfect form of verbs to mark relationships of time and cause<br>**Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining** | | | | | |

**English Long Term Plan** Year 6 Cycle B: 2021-2022

| Guided Reading Texts | | | | | |
|---|---|---|---|---|---|
| Holes by Louis Sachar<br>  | The Borrowers by Mary Norton<br>  | The Hobbit by J. K. Rowling<br>  | **Phillip Pullman Study**<br>The Firework Maker's Daughter by Phillip Pullman<br>  <br>Clockwork by Phillip Pullman<br>  <br>Spring Heeled Jack by Phillip Pullman<br>  |  <br>The Huntress<br>Jane Eyre<br>Silas Maner | The Wind in the Willows by Kenneth Grahame<br>  |