

English Modules – Year 6

		Term 1			Term 2			Term 3						
Narrative	Fiction Genres (4 weeks + 1 editing) Street Child by Berlie Doherty as link with Industrial revolution theme.			'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions,</i>	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere Holes by Louis Sachar (4 weeks)			'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports,</i>	Focus on Study Skills (3 weeks)	Assessment Week (1 week)	Incorporated In 'Take One Book' T1, W2 P1 Greek Short Stories.			'Take One Book' (extended book study over 5 weeks) A range of written outcomes, linked with fiction/non-fiction modules covered across the year
	T1, W2 P1				T1, W2 T2, P1									
	Suggested final written outcome A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next) Short Stories from a range of genres.				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique									
	Audience & Purpose													
	Non-fiction				Persuasion (3 weeks) Discussion (2 weeks) Explanation (2 weeks) Autobiographical writing Topic lessons						Debating skills (2 weeks)			

Grammar focus		T1, W2, W1, S1, T2, T3 P4	T1, W2 S1, T2, T3, P2, P3	<i>s)</i>	T1, W2, W1, S2, T2 S3	T1, W2 W1, S2, T2	T1, W2, W1, S1, T2, T3, P3	<i>explanations,</i> <i>instructions)</i>			T1, w2 W1, S2, T2			
Suggested final written outcome		Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary			Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	<u>Links to science PoS</u> 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results					A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views		
Audience & Purpose														
Poetry	Vocabulary building (1 week)				Vocabulary building	Structure monologues (1 week)			Take one poet - Poetry appreciation (2 weeks)					
Suggested outcome	Read, write and perform free verse Jabberwocky by Lewis Carroll.				Read, write and perform free verse Rudyard Kipling.	Read and respond			Research a particular poet Personal responses to poetry Recite familiar poems by heart					

Audience & purpose							
Read Aloud Programme	Street Child- Berlie Doherty	Visual text: Who wants to Live Forever by Colin Thompson	Holes By Louis Sachar.	Visual text: The Man who walked between The Towers by Mordicai Gerstein.	Greek short stories- myths and legends.	Visual text: The Lighthouse Keeper.	