



English Yearly Overview Year 6 2019



Advent				Lent		Pentecost
Narrative	Fiction genres			Narrative workshop - review key narrative technique e.g. creating settings, characterisation, atmosphere		Debate
Grammar focus	T1, W1, W2			T1, W1, W2, T2, P1		T1, W1, W2, P1, S1, S2, T2
Final written outcomes	Three diary entries from different points in a narrative			A single extended narrative or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique non-linear story, fantastical elements, flashback		A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of view, short autobiography, argument, diary entry, discussion
Herts For Learning	Hermelin by Mini Grey (2 weeks)			Uncle Montagues Tale of Terror by Chris Priestley All Summer In A Day by Ray Bradbury The Messenger Bird by Ruth Eastham Ruby Redfort Look Into My Eyes by Lauren Child Skellig by David Almond (4 weeks)		
Book based						Debates lined to wider curriculum experiences (4 weeks)
Non-fiction	Explanation	Recount	Report	Persuasion	Discussion	Focus On Study Skills (3 weeks) Assessment week (1 week)
Grammar focus	T1, W1, W2, S1, T2, T3, P3	T1, W1, W2, W1, S1, T2, T3, P4	T1, W1, W2, S1, T2, T3, P2, P3	T1, W1, W2, S1, S2, T2, S3	T1, W1, W2, W1, S2, T2	
Final written outcomes	Links to Science PoS 'reporting and presenting findings from enquiries including conclusions, casual relationships and explanations of degree and trust in results	Write in role adapting distinctive voices e.g. 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	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types	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	
Book based (Herts)	Non- Chronological Report Arthur Spiderwicks Guide To The Fantastical World Around You By Tony Di Terlizzia and Holly Black (4 weeks)			Weslandia By Paul Fleischman and Kevin Hawkes Herts models for writing (3 weeks)	The Arrival by Shaun Tan Core text: In Search of Safety: Children and the Refugee Crisis in Europe – A Teaching Resource by UNICEF United Kingdom (4 weeks)	
Cross-curriculum opportunities	Scientific reports linked to wider curriculum experiences (1 week)	Historical recounts linked to wider curriculum experiences (1 week)	Presentation linked to wider curriculum experiences (1 week)			
Poetry	Structure -monologues			Vocabulary building		Take one poet, poetry appreciation
Final written outcomes	Read and respond, performance, monologues			Read, write and perform free verse		Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Poetry based	Swing of Change: (2 week, Literacy Shed, monologue)			The Dreadful Menace (2 week, Literacy Shed, poem)		Alfred Noyes (2 weeks)
Visual literacy	Contemporary fiction The Lion Hunt by Peter Paul Kubens Tiger In A tropical Storm/Surprised by Henri Rousseau Eye of The Wold by Daniel Pennore (3 weeks narrative, Herts)					Little Freak (3 weeks, diary, letter, setting description, character description, monologue, persuasive letter, Literacy Shed)



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