

English Modules - Year 6															
Autumn Term					Spring Term					Summer Term					
Narrative		Story opening (1 wk) Through the door			Sequencing events (2 wk) Wallace and Gromit & Indiana Jones			Stories with flashbacks (2 wks) The Hajj			Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term. Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)				
Grammar Focus		T1, W1, W2, S2, P1, T2													
Final written outcome		Chn write a setting to a story based on SATs stimuli 'Through the door'			Chn write a piece of narrative which details the events from the boulder scene of Idiana Jones			Chn hug the text 'The Hajj' to write a flashback sequence.			Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term. Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)				
Non-fiction		Persuasion PGL Leaflets (1 kw)			Arguments Graffiti - Letter of complaint (1wk)			Discussion Graffiti - Balanced Argument (1 wk)							
		Non-chronological report – Endangered animals (2 wks)			Write a short story which builds up suspense in which the main character is revealed gradually through the detail of the writing.			Stories with suspense (1 wk) The Beast			Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term. Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)				
		Balanced arguments – Zoos arks or prisons? (2 wk)			A piece of extended narrative which deals with a funny event in the life of the writer.			Stories with humour (1 wk) George Layton stories.							
		Journalistic writing - Current news story.			T1, W1, W2, S2, P1, T2, S1					Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term. Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)					
		Focus on study skills (3 weeks)			Assessment Week										
		Debate skills (2 weeks).			Cover all VGP statements					Incorporated in Take one Book The Wee Free Men Terry Pratchett					
		Explanation Text: How a the Hover Bike works.			Take one book (extended book study over 5 weeks) A range of written outcomes linked with fiction/non-fiction modules covered across the year.										
		Hover Bike Letter of complaint.													

Poetry	Suggested final written outcome	Grammar Focus
Autobiographical poetry (1 wk)	A leaflet, the purpose of which is to persuade the children in Year 5 to go to PGL next year.	T1, W1, W2, S2, T2, P1, P2, P3, S3
Power of imagery – It’s Autumn (1 wk)	A letter to the local council in which concern about graffiti in the local area are discussed.	T1, W1, W2, S2, T2, S1
	A report which explains the positive and negative aspects of graffiti art.	T1, W1, W2, S2, T2, S1
	A speech in which chn chn discuss the importance of teachers, based on the speech, ‘Children Matter’	T1, W1, W2, S2, T2, P1, P2, P3, S3
<p>Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term.</p> <p>Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)</p>		
Narrative poetry with hidden messages – The Dragon fly (2 wks)	Non-chronological report about an endangered animal & an emotive podcast which highlights the plight of their chosen animal.	T1, W1, W2, S2, T3, P2, P3
	A balanced argument - Zoos: arks or prisons?	T1, W1, W2, S2, T2, S1
	A news report which discusses a current and relevant topic in the news, i.e. Sink holes in Hemel)	T1, W1, W2, S2, T3, P2, P3
<p>Take one Book (2 weeks) One or more written outcomes linked with fiction/non-fiction modules already covered during the term.</p> <p>Includes non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instruction)</p>		
Focus on study skills (3 weeks)		
Assessment Week		
Take one poet – Poetry. Appreciation (2 wks)	Debates on various subjects. Chn work in groupsto prepare and present points of view.	T1, W1, W2, S2, T2, S3
Poetry -Mountain	Chn produce an explanation text which explains how to look after and operate your Hover bike. Stimuli – the missing instructions!	T1, W1, W2, S2, S1, T3, P3, P2
	Chn produce a letter f complaint to the manufacturer of the Hover bike. U se Letter to garage as example.	T1, W1, W2, S2, T2, P1, P2, P3, S3
<p>Take one book (extended book study over 5 weeks) A range of written outcomes linked with fiction/non-fiction modules covered across the year.</p>		

Suggested outcome	A poem which follows a simple structure.	A poem which uses similes, metaphors, personification about a season.			A poem about an endangered animal				Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.	Chn create a poem based on the Winter Olympics Trailer. Choose a topographical feature to write about – river, stream, beach, sea.		
Grammar Focus	W2				W2				W2			