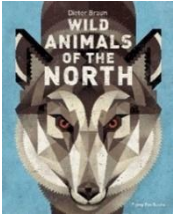
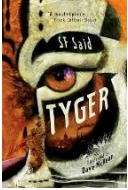
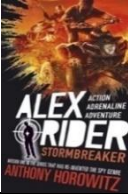
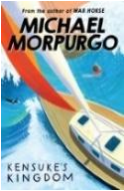
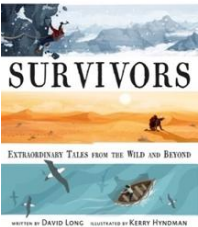
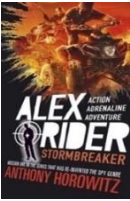
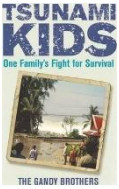
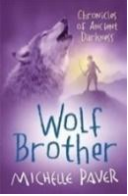
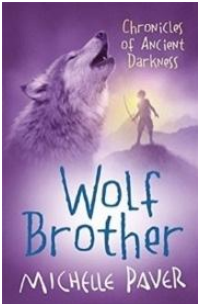
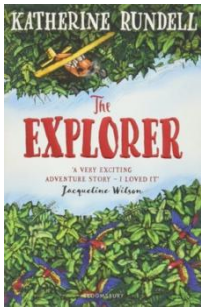
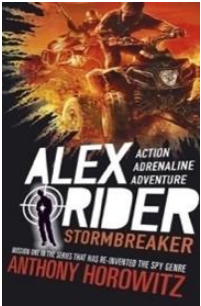
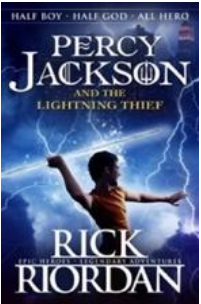
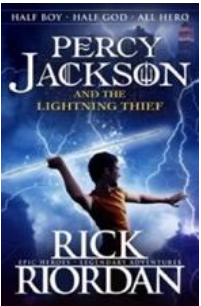


English Long Term Overview – Year 6

Autumn 1: Washed Away	Autumn 2: Lights, Camera, Action	Spring 1: The Maya	Spring 2: CSI School	Summer 1: Going for Gold	Summer 2: Going for Gold
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text Driver: <i>Wild Animals of the North</i> by Dieter Braun 	Text Driver: <i>Macbeth</i> and <i>The Woman in White</i> by Wilkie Collins 	Text Driver: <i>Ruin</i> (short film) and an extract from S.F. Said’s <i>Tyger</i>.  	Text Driver: <i>Alex Rider: Stormbreaker</i> by Anthony Horowitz and ‘<i>How it Works</i>’ Magazine.  	Text Driver: <i>Percy Jackson and the Lightning Thief</i> by Rick Riordan and an extract from Michael Morpurgo’s <i>Kensuke’s Kingdom</i>.  	Text Driver: Short film ‘Alma’ and an extract from Bram Stocker’s <i>Dracula</i> 
Outcome: Guide to wolves Genre: To inform Key Skills taught: Using colons and semi colons. Developing dashes for parenthesis. Developing hyphens. Headings and sub headings. Cohesion within a paragraph.	Writing Outcome: First person reflective narrative from Macbeth’s point of view Genre: to inform Key Skills taught: Using dashes to add extra information. Integrating dialogue and description in narratives to advance action and convey character.	Writing Outcome: rewriting the short film Genre: to entertain Key Skills taught: Integrating a flashback to develop characterisation. Further develop understanding of dashes. Identify language features that create tension.	Writing Outcome: MI6 Training a Teenage Spy magazine article Genre: to entertain and inform Key Skills taught: Sentence starters. Develop the use of paragraphs to group information. Cohesion across and within paragraphs.	Writing Outcome: A letter from Sally to Percy Jackson. Genre: to entertain and inform. Key Skills taught: Use a full range of parenthesis. Develop the use of viewpoint.	Writing Outcome: A spooky and suspenseful retelling of Alma. Genre: to entertain Key Skills taught: Using inference and prediction skills. Imagery to create a description. Using sentence structures for effect. Show not tell to express emotion.
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text Driver: <i>Three Little Pig short film</i> and <i>The True Story of the 3 Little Pigs</i> by Jon Scieszka  	Text Driver: Shakespeare’s <i>Macbeth</i> retold by Leon Garfield 	Text Driver: <i>Survivors</i> by David Long 	Text Driver: <i>Alex Rider: Stormbreaker</i> by Anthony Horowitz 	Text Driver: <i>Percy Jackson and the Lightning Thief</i> by Rick Riordan 	Text Driver: <i>Tsunami Kids: Our Family’s Fight for Survival</i> by The Gandy Brothers and Clip from <i>The Impossible</i>.  
Outcome: First person twisted fairy tale from the wolf’s viewpoint in Little Red Hood Genre: to entertain Key Skills taught: Revise the rules of speech punctuation. Develop the understanding of formal and informal register.	Writing Outcome: witness statements about the death of King Duncan Genre: To inform Key Skills taught: Further develop the understanding of active and passive voice. Relative and subordinate clauses. Dialogue linked to characterisation. Use of the perfect verb form.	Writing Outcome: a narrative recount of survival Genre: to entertain Key Skills taught: Develop the use if modal verbs alongside adverbials. Using the active voice. Oracy linked to performance. Integrating dialogue and description in a recount to advance action and convey character.	Writing Outcome: A review of a spy gadget. Genre: to entertain and inform. Key Skills taught: Use of subjunctives. Commas to mark clauses and ambiguity. Learning Journey 3 Writing Outcome: A retelling of a scene from Stormbreaker. Genre: to entertain and inform. Key Skills taught: Further develop the use of figurative language and sentence structure. Integrating dialogue and description in narratives to advance action and convey character.	Outcome: A non-chronological report about a new Greek God. Genre: to entertain and inform. Key Skills taught: Develop the use of paragraphs to group information. Cohesion across and within paragraphs.	Writing Outcome: A live update news report for a tsunami Genre: to persuade and inform Key Skills taught: Direct and indirect speech. Use of present progressive tense. Persuasive features.
Learning Journey 3					
Text Driver: <i>Wolf Brother</i> by Michelle Paver 					
Outcome: re-write a scene Genre: To inform and entertain Key Skills taught: Develop the use of figurative language and imagery. Compound, complex and simple sentence structure. Using semi colons to join two connected sentences. Cohesion within a paragraph.					

Autumn 1: Washed Away	Autumn 2: Lights, Camera, Action	Spring 1: The Maya	Spring 2: CSI School	Summer 1: Going for Gold	Summer 2: Going for Gold
Reading Learning Journey	Reading Learning Journey	Reading Learning Journey	Reading Learning Journey	Reading Learning Journey	Reading Learning Journey
Focus Text: <i>Wolf Brother</i> by Michelle Paver  Parallel Texts (theme – Wolves): Other books in the series, <i>The Wonder Garden</i> by Kristjana S. Williams and Jenny Broom, ‘Wolf Hunting’ clip from <i>Life of Mammals</i>, ‘Pack Of Wolves Hunt a Bison’ clip from <i>Frozen Planet</i>, ‘Wolf Pack Hunts A Hare’ clip from <i>The Hunt</i>, ‘Painted Wolves: How Pack Mentality Ensures their Survival’ from <i>Dynasties</i>, Link images:	Focus Text: <i>Macbeth</i> retold by Leon Garfield  Parallel Texts (Author - Shakespeare): <i>Usborne’s Stories from Shakespeare</i>, <i>Complete Shakespeare: Stories from all the Plays</i>, ‘Act 2 Scene 2’ 2018 clip from RSC, <i>World of Shakespeare</i> by Rosie Dickens, <i>Macbeth United</i> by Michael Rosen. Link images:	Focus Text: <i>The Explorer</i> by Katherine Rundell  Parallel Texts (theme - Mayans): <i>Curse of the Maya: A Truth-Seekers’ Story</i> by Johnny Pierce and Andy Loneragan, <i>All About History Magazine</i> – ‘Time Traveller’s Handbook to Mayan Mesoamerica’, <i>National Geographic Kids</i> - <i>Mysteries of the Maya</i>, <i>DK Find Out: Maya</i> by Brain Williams. Link images: Post-Apocalyptic NYC from Once Upon a Picture, Alone from Once Upon a Picture, Insurgents from Once Upon a Picture, Syndrome's Island Base from Once Upon a Picture, The Dragon Nest from Once Upon a Picture.	Focus Text: <i>Alex Rider: Stormbreaker</i> by Anthony Horowitz  Parallel Texts (theme – spies) ‘Stormbreaker’ film, Stormbreaker: The Graphic Novel, Alex Rider website Link images:	Focus Text: <i>Percy Jackson and the Lightning Thief</i> by Rick Riordan  Parallel Texts (Author - Rick Riordan): ‘Percy Jackson and the Lightning Thief’ film, Percy Jackson and the Lightning Thief Graphic Novel, Range of Greek Myths, Articles from National Geographic Kids magazine, Rick Riordan website. Link images: ‘Trojan Horse’ from Once Upon a Picture,	Focus Text: <i>Percy Jackson and the Lightning Thief</i> by Rick Riordan  Parallel Texts (theme - Greeks): Non-fiction linked to Greeks.
Poetry to Share	Poetry to Share	Poetry to Share	Poetry to Share	Poetry to Share	Poetry to Share
‘The Owl Looked Out of the Ivy Bush’ by Charles Causley, ‘Autumn Gilt’ by Valerie Bloom, ‘Winter’ by Judith Nicholls, ‘Dark Sky Park’ by Philip Gross, ‘A Tent’ by Philip Gross, ‘December’ by Joseph Coelho, ‘Little Red Riding Hood and the Wolf’ by Roald Dahl	‘Anger’ by John Foster, ‘The Storm Harp’ by Philip Gross, ‘The Leader’ by Roger McGough.	‘The River’ by Valerie Bloom, ‘The Sea in the Trees’ by Kit Wright, ‘The Seagulls’ by Michael Rosen, ‘Hurricane Hits English’ by Grace Nichols, ‘River Reflection’ by Jackie Kay, ‘Ways of Conquering Everest’ by Philip Gross, ‘July’ by Joseph Coelho, ‘May’ by Joseph Coelho.	‘Liar’ by Rachel Rooney, ‘The Art of Deception’ by Rachel Rooney	‘A Small Dragon’ by Brian Patten, ‘The Wizard’ by Dennis Lee, ‘The Watchers’ by Joseph Coelho, ‘Demonica’ by Phil Bowen, ‘Lava-boarding’ by Philip Gross in Dark	