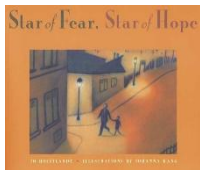
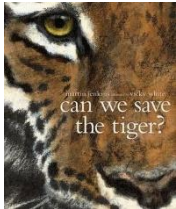
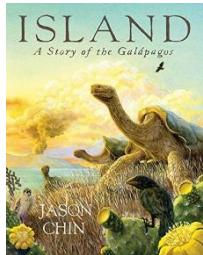
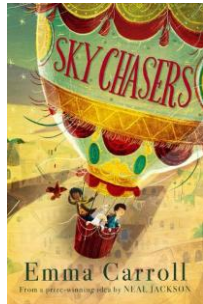
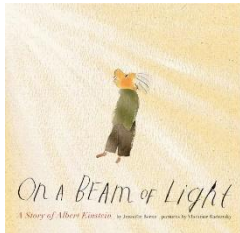
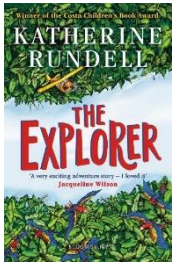
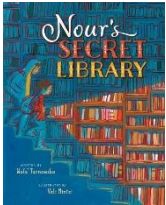
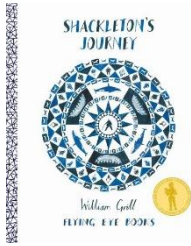


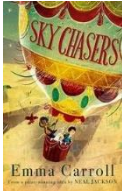
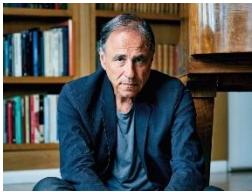


Year 6 English Long-Term Plan: Writing, Reading and Oracy

Year 5

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text & Writing Outcomes	Star of Fear, Star of Hope by Jo Hoestlandt 	Can We Save The Tiger? by Martin Jenkins 	The Selfish Giant by Oscar Wilde and Ritva Voutila 	The Island by Jason Chin 	Sky Chasers by Emma Carroll 	On a beam of light by Jennifer Berne 
	Final Writing Outcome – fiction: flashback story Incidental Writing Opportunities: Setting description, recount, diary, letter Additional texts to support writing: The boy in the striped pyjamas (read aloud) and Erica's Story	Final Writing Outcome –non-fiction: Information/persuasion/explanation: hybrid text & Recount: diary Incidental Writing Opportunities: Recount, information text, diary Revisit outcome: diary entry (Y6,Au1)	Final Writing Outcome – fiction: classic narrative Incidental Writing Opportunities: Monologue, Letter to persuade, recount Revisit outcome: setting description (Y6, Au2)	Final Writing Outcome –non-fiction: Recount: journalistic writing Incidental Writing Opportunities: Field logs, explanation, report, persuasion (1 paragraph of what others think)	Final Writing Outcome – fiction: adventure story with multiple narrators Incidental Writing Opportunities: Diary letter, explanation, autobiography Revisit outcome: Section of narrative	Final Writing Outcome - non-fiction: Recount: biography Incidental Writing Opportunities School report, recount (Y6, Au1)

	<u>Revisit outcome:</u> Information (report)			The Explorer by Katherine Rundell  Outcome –non-fiction: Procedural writing in the form of a survival guide <u>Revisit outcome:</u> Setting description (Y6, Sp1)	(Y6, Sp1 revisit)	Great Adventurers by Alistair Humphreys  Outcome –non-fiction: Biography (Y5, Au1)
<u>Celebration of Diversity and Inclusion</u> <u>Text and Writing Outcomes</u>	What is the true power of books? Nour's Secret Library by <u>Wafa' Tarnowska</u>  Final Writing Outcome – fiction: recount in the form of a letters (Y5, Su1 revisit)	How can I find my place in the world? A Flash of Fireflies by Aisha Bushby  Final Writing Outcome – fiction: section of narrative in the form of flashback that includes description (Y6, A1 revisit)	Should you ever judge a book by its cover? The Legend of the Dream Giants by <u>Dustin Hansen</u> 	Why is it important to follow your dreams? The Legend of the Dream Giants by <u>Dustin Hansen</u> 	What inspires you to achieve your goals? Shackleton's Journey by William Grill  Final Writing Outcome –non-fiction:	What impact will your actions now have on the children who attend Chapelford in 100 years? Plastic Planet by Georgia Amson-Bradshaw 

				Final Writing Outcome –non-fiction: monologue from Anna/Giant’s point of view (Y6, Sp1 revisit)	Recount in the form of an autobiography (Y6, Su1 revisit)	Final Writing Outcome –non-fiction: letter to persuade (Y6, Sp1 revisit)
<u>Reading Focus: Texts and Skills</u>	When We Were Warriors By Emma Carroll 	Into The Jungle By Katherine Rundell 	The Happy Prince And Other Tales By Oscar Wilde 	The Explorer: Katherine Rundell 	Sky Chasers By Emma Carroll 	Great Adventurers by Alastair Humphreys 
<u>Class Author Study</u>	John Boyne 	Shaun Tan 	RJ Palacio 	Katherine Rundell 	Frank Cottrell Boyce 	Anthony Horowitz 

<u>Oracy Curriculum and Skill Development</u>	Can my presentation make history come alive? Focus: Formal Presentation Mastery skills: Structure a persuasive speech clearly, use persuasive devices such as rhetorical questions and emotive language, speak confidently with effective voice, pace, and eye contact, organise ideas clearly in writing and speech, explain key facts about World War II and its impact on Britain and Warrington. Oracy Strands: Cognitive, Linguistic Oracy Outcome: <i>Create a class showcase event: "How War Shaped Warrington"</i> - Invite an audience of staff, parents, or local veterans - Display supporting materials (e.g. photos, posters, maps) - Record presentations to share online	Can I disagree with empathy and evidence? Focus: Critical Dialogue/Whole-Class Debate Mastery skills: Able to explain and respond to different viewpoints clearly and respectfully in formal discussions. Can listen with empathy, use facts and evidence to support arguments, and adapt tone and language to suit the audience and context. Oracy Strands: Cognitive, Social & Emotional Oracy Outcome: <i>Was the Giant misunderstood, or truly selfish?</i> Motion: <i>"The Giant was right to close his garden."</i> Explore the complex moral themes in The Selfish Giant. After studying the text and writing their own monologues from the Giant's point of view, pupils will take part in small-group critical discussions or a whole-class debate.	How can I use my voice, expression, and teamwork to create a memorable and engaging performance Focus: Reflective Performance Mastery skills: Responding to advice to improve speaking and presentation skills. Expressive delivery: Speaking clearly and confidently with appropriate voice, pace, and expression. Teamwork: Collaborating effectively with others during discussions and presentations. Oracy Strands: Physical, Social & Emotional Oracy Outcome: End-of-year play, leavers' presentations
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