



## English long-term plan 2022-2023

### Milestone 3: Year 6

#### **Intent:**

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing.

Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text focus	War Horse		Skellig		Macbeth	
English	<b>Non-Fiction - Biography</b> Biography of Michael Morpurgo Biography of Winston Churchill/Adolf Hitler  <b>Poetry – Do Not Stand at my Grave and Weep by Mary Elizabeth Fry and other war poetry.</b> Write own poems about being trapped in war.  <b>Narrative - Setting/Character Descriptions</b> Setting description of the battlefield/farm. Character descriptions.  <b>Narrative - Historical story –</b> Write the part of the story as the soldiers are going to war. Retell the story from Tophorn’s point of view. Choose another animal and write from their point of view.  Write a new story about an animal that has an extraordinary adventure during wartime.		<b>Non-Fiction - Explanation</b> Explanation of rubber plantations/Amazon i  <b>Poetry</b> Poetry based on main themes of the book – following dreams, having a positive outlook, sense of responsibility, respect, prejudice, class and culture.  <b>Narrative - Setting/character descriptions</b> Descriptions of her journey from England to Brazil, journey along the Amazon, the plantation etc. Describe the different characters and their qualities.  <b>Narrative - Story</b> Story told from one of Maia’s relatives.		<b>Non-Fiction - Balanced Argument – story based on the choices that characters should make.</b> <b>Should Michael tell people?</b> Write a balanced argument of reasons for keeping Skellig quiet or not. Extend to an argument about home schooling versus attending school.  <b>Poetry – lists/creative instructions</b> Use the poem Ten Things Found in a Wizard’s Pocket’ Children to consider what they know about Skellig and write this in a similar way based on his possessions. Children to plan a meal for Skellig based on what we know about his eating habits and present as a poem.  <b>Narrative - Setting/character descriptions</b> Experiment with building tension through descriptions using the setting from the text and then transferring to another setting like a deserted attic, eerie house etc.	



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			<b>Narrative - Story</b> Rewrite parts of the story from the different characters points of view. Provide different choices the characters could have made at different points and rewrite the story based on the different choices.
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