

ENGLISH LONG TERM PLAN ELSTON HALL LEARNING TRUST

SCHOOL: Elston Hall

YEAR: 6



DIMENSIONS UNITS FOR THIS TERM	CORE UNIT	COMPETENCY UNIT	NC ESSENTIALS UNIT
	A world of bright ideas	Go with the flow	Pharoah Queen

UNIT	GENRE	GOLDEN WRITING OUTCOME	FICTION OR NON-FICTION	TEXT	STIMULUS	READING SKILLS	WRITING SKILLS	WRITING OUTCOMES IN ENGLISH BOOKS
ONE THREE WEEKS	Short Story	Problem Resolution Ending	Fiction	Letters from The Lighthouse – Emma Carrol	The Lighthouse https://www.literacysshed.com/the-lighthouse.html	Inference – infer characters feelings, thoughts and motives from their actions Explain and comment on explicit and implicit POV Exploring new vocab in context	OMS: Word classes Variety of sentence openers Writing: Noun phrases Adverbs Prepositional phrases Describe settings Variety of sentences Prepositional openers Precise vocab for atmosphere sentence openers Evaluate others' writing	Opening Build Up

<p>TWO</p> <p>TWO</p> <p>WEEKS</p>	<p>Persuasive</p> <p>advert</p>	<p>Chn to</p> <p>choose a</p> <p>further</p> <p>gadget to</p> <p>write about</p> <p>to persuade</p> <p>people to</p> <p>purchase</p> <p>Chitty.</p>	<p>Non-</p> <p>Fiction</p>	<p>Chitty Chitty</p> <p>Bang Bang –</p> <p>Ian Fleming</p>	<p>Clips from the film</p>	<p>Understand</p> <p>the structures</p> <p>writers use to</p> <p>achieve</p> <p>coherence;</p> <p>(headings;</p> <p>links within</p> <p>and between</p> <p>paragraphs;</p> <p>connectives).</p> <p>Recognise</p> <p>texts that</p> <p>contain</p> <p>features from</p> <p>more than one</p> <p>text type.</p> <p>Evaluate how</p> <p>effectively</p> <p>texts are</p> <p>structured and</p> <p>presented.</p>	<p>Persuasive</p> <p>writing</p> <p>Description</p> <p>Openers</p>	<p>Chn to be given 6</p> <p>gadgets to improve</p> <p>Chitty, complete 1</p> <p>guided, then one in</p> <p>blue book.</p> <p>Present/record/use</p> <p>QR code</p>
<p>THREE</p> <p>ONE WEEK</p>	<p>Narrative –</p> <p>dialogue</p>	<p>-</p>	<p>Fiction</p>	<p>Bad Dad –</p> <p>David</p> <p>Walliams</p>	<p>-</p>	<p>Scan a text to</p> <p>find for specific</p> <p>key</p> <p>information</p> <p>e.g. looking for</p> <p>descriptive</p> <p>words</p> <p>associated</p> <p>with a setting.</p> <p>Inferring</p> <p>characters’</p> <p>feelings,</p> <p>thoughts and</p> <p>motives from</p> <p>their actions,</p> <p>justifying</p> <p>inferences</p>	<p>Creating</p> <p>atmosphere,</p> <p>and integrate</p> <p>dialogue to</p> <p>convey</p> <p>character and</p> <p>advance the</p> <p>action</p> <p>Use adverbs,</p> <p>preposition</p> <p>phrases and</p> <p>expanded noun</p> <p>phrases</p>	<p>Scene description</p> <p>including dialogue</p>

						with evidence e.g. <i>Point;</i> <i>Evidence;</i> <i>Explanation</i>		
MOCKS ONE WEEK								
UNIT	GENRE	GOLDEN WRITING OUTCOME	FICTION OR NON-FICTION	TEXT	STIMULUS	READING SKILLS	WRITING SKILLS	WRITING OUTCOMES IN ENGLISH BOOKS
FOUR TWO WEEKS	Debate/Balanced Argument	Should homework be banned?	Non-fiction	So you think you've got it bad? – Chae Strathie & Marisa Morea	-	Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> Participating in debates on issues related to reading (fiction/non-fiction). Provide reasoned justifications for their views Justify opinions and	OMS: Commas to mark clauses Dashes Hyphens Semi-colons for independent clauses Colons Modal verbs Active/passive voice Writing: Adverbials for cohesion Develop ideas logically Adverbials to link and contrast ideas Evaluate writing	Balanced Argument – Is life better now?

						elaborating by referring to the text e.g. <i>Point; Evidence; Explanation</i> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		
WRITING ASSESMENT WEEK PRIOR TO TEACHER ASSESMENT	1: Setting description 2: Debate/Balanced Argument	Description of a setting Should children do household chores?	Non-fiction Non-fiction		Pobble picture			
FIVE TWO WEEKS	Non-chronological report	Write a full non-chronological report with a variety of sub-heading linked to Ancient Egyptians	Non-fiction	You wouldn't want to be an Egyptian Mummy – David Stewart	-	Exploring new vocabulary in context. Using notes to support presentation of information. Organise and re-organise information or	Pargraphs Cohesive devices Verb forms Coordinating and subordinating conjunctions Vocab Clause structures	Sub-heading – Hobbies - Education

						evidence appropriately. Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). Read books that are structured in different ways.	“ ” , () ; : - managing shifts between levels of formality	
SIX ONE WEEK	Diary	-	Fiction	-	David Shepherd Foundation – video – YouTube	Inferring characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;</i> <i>Evidence;</i> <i>Explanation</i> Understand underlying themes, causes and consequences within whole texts.	OMS: Antonyms Synonyms Writing: Word choices Colon/semi-colon Identify the audience for and purpose of the writing Appropriate form and register Vocabulary for effect Sentence starters Organisational and presentational devices Paragraphs	Diary entry from point of view of day visitor to Sanctuary

SEVEN	Christmas theme?							
ONE WEEK								