



Year 6 English Overview 2022- 2023

Year 6 Overview

Genres: **Classic Poetry** **Contemporary Poetry** **Traditional Tales** **Classics** **Visual/Graphic** **Non-Fiction**

Themes: **Other Cultures/ Refugee** **Our Diversity** **Mental Health** **Environment**



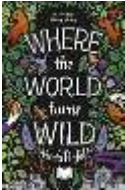
Link Texts – for use in WCR, Class Novel, Essential Texts in book areas book areas or to exchange with core if necessary based on cohort. See also Essential Texts list

Year	Concept	Aut 1	Concept	Aut 2	Concept	Spring 1	Concept	Spring 2	Concept	Sum 1	Concept	Sum 2
6	Courage and bravery	Lamb to the slaughter Undeafated (BHM)	Heroes and Villains	Alma (Foreshadowing) Landlady Grimm's Fairy Tales (gothic literature) sleeper & the Spindle	Dystopian society	The Hunger Games	Determination	The Giant's Necklace (short) &	War	The Silver Sword Dulce et Decorum ... (poem) The Soldier	Journey	Illegal (graphic) I Go Quiet
6		Where the World Turns Wild (WCR) Leo & the Gorgon's Curse (SEND)		Bob Cox A fire in the Head		The Hunger Games/ The lottery		David Attenborough Documentaries National Geographic articles / Non-fiction / poetry		Letters to the Lighthouse (link)		Ghost Boys (WCR)

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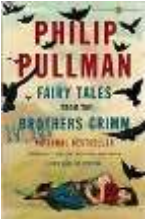
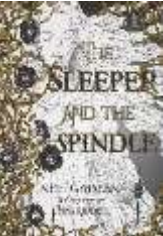


Autumn 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts (see also the Essential Text list)	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Lamb to the Slaughter</p>  <p>The Undefeated</p>  <p>& Where the World Turns Wild</p>	<p>Courage and bravery</p>	<p>heroic, legend, swift, possible, survived</p> <p>Cultural Capital</p> <p>Inspirational speeches/ Visit</p>	<p>Where The World Turns Wild (WCR)</p> 	<ul style="list-style-type: none"> - Police report - Analyse language/structure of poetry; - Poetry in the style of Kwame Alexander - Compare with Benjamin Zephaniah 	<p>Leo & the Gorgon's Curse (SEND)</p>	<p>Refugee Child - Benjamin Zephaniah</p> <p>Maya Angelou poetry –</p> <p>'I know why the caged bird sings.'</p> <p>'Still I rise.'</p>	<p>BHM</p>



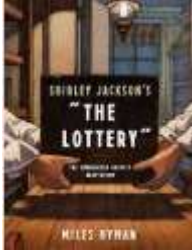


Autumn 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Grimm’s Fairy Tales (gothic literature)</p>  <p>Sleeper & the Spindle</p>  <p>Alma OR Landlady (Foreshadowing)</p>	<p>Heroes and Villains</p>	<p>Fairy Tale, handsome, eternity, poison</p> <p>Cultural Capital</p> <p>Theatre visit/ Fairy Tale Production</p>	<p>Bob Cox A fire in the Head</p>	<ul style="list-style-type: none"> - Narrative - create own traditional tale on a natural phenomenon. - Persuasive catalogue on Greek monsters - Bob Cox poem – The song of wondering Agnues. Create a poem based on symbolism. - Write own version of a Grimm Fairy Tale. - Write from a character’s perspective 	<p>Bob Cox A fire in the Head</p>	<p>Fairy Tales in KS1</p> <p>Yr 5 - Beowulf</p>	






Spring 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Hunger Games</p> 	<p>Dystopian society</p>	<p>reaping, entrails, incite, maniacally, verve, apothecary, preposterous, racketeering</p>	<p>The Hunger Games</p> 	<ul style="list-style-type: none"> - Dystopian speech to persuade volunteers to offer themselves - Letter in role - Rules for surviving The Hunger Games - Empathy writing – tweets - Recording characters’ reactions different viewpoints of the same events - A combination of diary entries between Prim and Katniss before the reaping - A letter to or from Panem - Commentary about the opening ceremony. 	<p>Catching Fire Suzanne Collins</p> <p>Mockingjay Suzanne Collins</p> <p>The Ballad of Songbirds and Snakes Suzanne Collins</p> <p>The Maze Runner James Dasher</p> <p>Divergent Veronica Roth</p>	<p>Y4 - Motivational speeches (Shackleton)</p>	<p>North American continent</p>
		<p>Cultural Capital</p>	<p>The Lottery</p> 				



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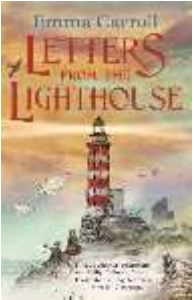

Spring 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>+ Continue Hunger Games</p> <p>The Giant's Necklace (short)</p>  <p>David Attenborough Documentaries</p> 	<p>Determination</p>	<p>Thrive, hatchling, cliff-face, devastated</p> <p>Cultural Capital</p> <p>Trip to the Beach/ Zoo</p>	<p>David Attenborough Documentaries</p> 	<p>The Giant's Necklace</p> <ul style="list-style-type: none"> - Perspective from the sea - Newspaper report - Perspective from Cherry - Non-fiction research on miners - Missing person interview <p>David Attenborough</p> <ul style="list-style-type: none"> - Encyclopaedia - Commentary on the Iguana and snake - Letter to MP about our planet 	<p>National Geographic articles / Non-fiction / poetry</p>	<p>Geography – South America – deforestation/ rainforests</p> <p>Journey to the River Sea</p>	<p>Geography</p>

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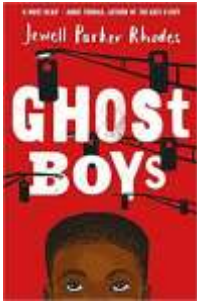
Summer 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Silver Sword</p>  <p>Letters to the Lighthouse (link)</p> 	<p>War</p>	<p>Bombarding, billeting officer, casualties</p> <p>Cultural Capital</p> <p>Trip to the Museum of London Docklands</p>	<p>Letters to the Lighthouse (link)</p> 	<p><u>The Silver Sword</u></p> <ul style="list-style-type: none"> - War poetry - Character analysis - Eye-witness account, focusing on different levels of formality - Setting description - Integrating dialogue and furthering action - Split narrative (predictive historical diary entry) <p><u>Letters from the lighthouse</u></p> <ul style="list-style-type: none"> - Write in role as a character - Write a news paper article - Write a debate 	<p>Dulce et Decorum .. (poem)</p> <p>When the Sky Falls & When the Storm Rages</p> <p>The Soldier</p> <p>Anthem for Doomed Youth – Siegfried Sassoon</p> <p>The Boy in the Striped Pyjamas</p> <p>Goodnight Mr Tom</p>	<p>Y4 – The Lion, The Witch and the Wardrobe (WWII setting)</p>	<p>World War II/ History</p>

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Summer 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Illegal (graphic)</p>  <p>I Go Quiet</p> 	<p>Journeys/ Refugee</p>	<p>Dinghy, manifesto, introvert, temperament</p> <p>Cultural Capital</p> <p>Thames Clipper/ Ferry</p>	<p>Ghost Boys (WCR)</p> 	<ul style="list-style-type: none"> - Character perspective - Diary entry - Persuasive letter about refugees - Re-tell a character's point in the story - Write a letter to the sister in Illegal - Tv broadcast about the boats 	<p>Welcome to Nowhere Elizabeth Laird</p> <p>Boy 87 Ele Fountain</p> <p>No Ballet Shoes in Syria</p>	<p>Boy Giant (Year 5)</p>	<p>Refugee Week</p>