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| Year 6 – Long Term Plan (based on the suggested plan by Hertfordshire Local Authority) | | | | | | | |
|  | Term 1 | | | Term 2 | | Term 3 | |
| **Narrative** | **Fiction genres**  (4 weeks)  **Written outcome:** a range of short stories conveying different genres; a genre-swap story where the genre changes from one paragraph to the next – changing a fairy tale into a horror story, etc | | | **Suspense and mystery**  (4 weeks)  **Written outcome:** develop skills of building up atmosphere in writing e.g. passages building up tension | | **Review of genres and structures and a focus on grammar, punctuation etc. (3 weeks)** | **Classics**  (4 weeks)  **Written outcome:** study of one of the classics and a written review of the themes etc. |
| **Non-fiction** | **Report**  (2 weeks)  **Written outcome:**  Write reports as part of a presentation on a non-fiction subject. Choose appropriate style and form of writing to suit a specific audience, drawing on knowledge of different non-fiction types | **Recounts**  (2 weeks)  **Written outcome:** write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CVC; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary | **Explanation**  (2 weeks)  **Written outcome:** Link to Science – reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results | **Persuasion**  (3 weeks)  **Written outcome:**  Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or group; use standard English appropriately; evaluate its effectiveness | **Discussions**  (2 weeks)  **Written outcome:** debate followed by a write up which presents and evaluates the opinions of multiple differing viewpoints | **Discussion**  (2 weeks)  **Written outcome:**  Series of live debates on various subjects linked to themes. Children to work collaboratively to pre-pare and present points of views. |
| **Poetry** | **Vocabulary building**  (1 week)  **Written outcome:** read, write and perform free verse | | | **Vocabulary building**  (1 week)  **Written outcome:** read, write and perform free verse | **Structure- monologues**  (1 week)  **Written outcome:** Read and respond | **Reading Robin Recommends a Poem**  (2 weeks)  **Written outcome:** Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children’s poems) |
| **Reading for pleasure**  **(2 weeks)** | **Reading Robin Recommends…**  This is a book (may be more than one) which you may choose to foster a love of reading for pleasure. Cross-curricular links may be used to support the text and the written outcome to be linked to at least one of the genres covered within the term. | | | **Reading Robin Recommends…**  This is a book (may be more than one) which you may choose to foster a love of reading for pleasure. Cross-curricular links may be used to support the text and the written outcome to be linked to at least one of the genres covered within the term. | | **Reading Robin Recommends…**  This is a book (may be more than one) which you may choose to foster a love of reading for pleasure. Cross-curricular links may be used to support the text and the written outcome to be linked to at least one of the genres covered within the term. | |