




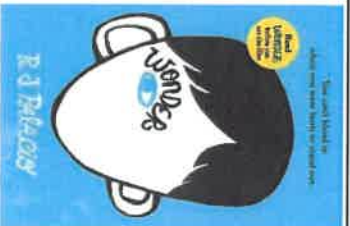












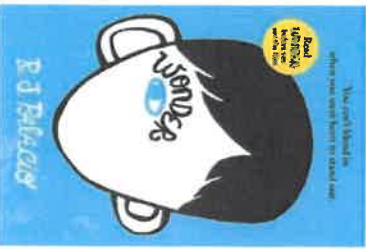


Year 6 English LTP 20-21 – Learning Journeys

Persuade Inform Entertain Discuss

<p>Autumn 1 - 7w 2d (less inset) Proud to be Portway Circuitratory System Journey Through the Americas - Inheritance</p>	<p>Autumn 2 - 7w Journey Through the Americas</p>	<p>Spring 1 - 6w Magic & Mystery</p>	<p>Spring 2 - 6w 4d Magnificent Machines</p>	<p>Summer 1 - 6w (less 1 Monday) Magnificent Machines</p>	<p>Summer 2 - 7w Moving On</p>
<p>Personal response to music video. Setting description. School application using less than 100 words. Police report – facts not opinions.</p> 	<p>Informal, short humorous biography in the same style as 'The Wolf'.</p> <p>Non-chronological report using the 'More About Me' section for the ideas and structure. Write a CV for being the wolf.</p> 	<p>2 week learning Journey (Calehot Residential Trip)</p> <p>Drop in write 1: Write a traditional story</p> <p>Drop in write 2: Thank you letter</p> 	<p>Taught outcome: Newspaper article discussing an event in the text - link to character study of Victorian Journalist Nellie Bly?</p> <p>Drop in write 1: Write a letter advocating for the rights of mechanical creatures</p> <p>Drop in write 2: Diary entry from a character perspective - choice of Lily or Robert</p> 	<p>Drop in: Writing a non-fiction text in the style of 'The Way Things Work' for a mode of transport</p> <p>Assess standards in writing at this stage - plug gaps in evidence using 'The Wonder Garder' as inspiration.</p> 	<p>Drop ins:</p> <p>Diary entry written by a character</p> <p>Letter inspired by the events in 'Wonder' - choice of character / viewpoint</p> <p>Newspaper report outlining the closure of the Victorian 'freak shows'</p> <p>Tales from Outer Suburbia</p> 
<p>Personal response to text.</p> <p>Paragraphs for a range of purposes. Paragraph to persuade Shame to find the cat's real home. Write a factual paragraph about being homeless. Write a short narrative recount of the evening Shame found the cat.</p> 	<p>Taught outcome: Narrative, building to a longer write. Choose a fairy tale and write in style of Pullman</p> 	<p>Taught outcome: Persuasive letter campaigning for the rights of the fantastic beasts.</p> <p>Drop in write: Non chronological report creating their own 'Fantastic Beasts'</p> 	<p>Night Mail by W H Auden</p> <p>Drop in write 1: Story written in the present tense detailing a significant event on board 'The Boundless'</p> 		<p>Drop in write 1: Discuss whether or not the 'Stick Figures' should be kept in an enclosure</p> <p>Drop in write 2: Write an alternative ending to a familiar story in the style of the author</p> 
<p>Diary entries. A series of diary entries from Princesses' viewpoint at different points in the story or from different people at the same point.</p> 	<p>Taught outcome: Explore the reputation of wolves in stories and in real life. Children to write to publishers to convince them that more stories should be written where the wolf is a positive character.</p> 				

Year 6 English LTP 20-21 – Guided Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Guided Reading Carousel</p> <p>Using G.R. group sets</p> <p>Differentiated groups with appropriate texts</p> <p>No more than 3 texts per class</p> <p>Children being heard reading as much as possible</p> <p>Extended eyes-on-print time</p> <p><i>Year team to make appropriate choices with regards to text choices (making use of sets so every child can have eyes on print)</i></p> 	 <p>JOAN AIKEN</p>   <p>ERIC:</p>  <p>The Journey of the Magi</p>	     	<p>Airships Theme</p>    	 	  
L e a r n i n g J o u r n e y 2					