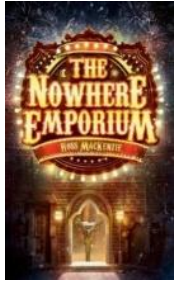
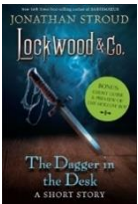
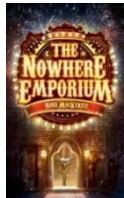
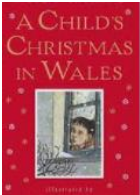
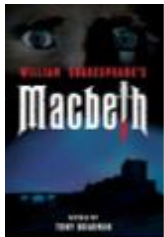
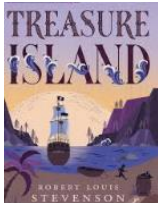
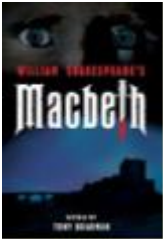
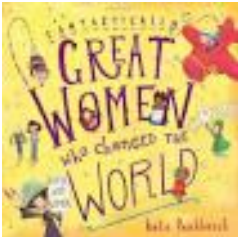
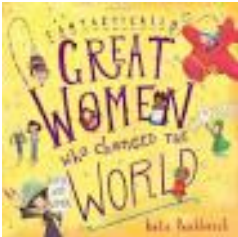


Year 6 English Thematic Planning 2026-2027	YEAR 6 AUTUMN TERM				
	Autumn 1			Autumn 2	Autumn 2
	<i>Spook and suspense + residential</i>			<i>Wonderment</i>	<i>WW1 – The Christmas Truce</i>
Key Texts:	Titanium music video (1 week)  SPAG focus: expanded noun phrases/ prepositional phrases, parenthesis, varying sentence starters, SHOW not tell emotions	The Listeners BY Walter De La Mare (1 week)  SPAG focus: To select vocabulary, grammar and punctuation for effect; figurative language such as similes, alliteration, metaphors and personification	Alma (3-4week)  SPAG focus: To create suspense in our writing by making specific word choices; using figurative language, not revealing everything to the reader: use empty words; using ellipsis to show pauses; using show not tell to hint at how a character is feeling	The Nowhere Emporium – Ross MacKenzie (3 weeks)  SPAG focus: To discuss a topic exploring both points of view; to write in a formal style; to use causal conjunctions to expand and explain our points; to apply conditional phrases	War Game – Michael Foreman (3 weeks)  SPAG focus: passive v active voice, informal style
Main written Outcome and purpose	Setting description (E) Diary entry (E/ I)	Eerie NARRATIVE poem (E)	Suspense writing – Narrative (E) Persuasion – not to enter the shop (P)	Discussion – Should Daniel join Lucien Silver’s emporium? (D)	Personal letter home (I)

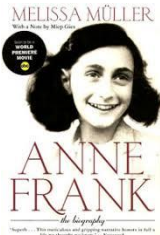
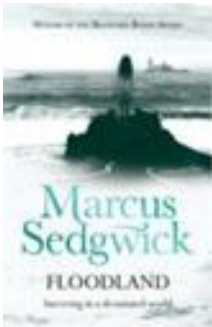
Site of Application writes:		Diary entry (E/I)	Setting description (E)	Diary: character point of view (E) Setting description including tension/ suspense (E)	Emotive diary entry (E)
Curriculum links:					History – WW1 Art – Poppy designs
Equality and diversity:	Bullying – recognising difference			P.S.H.E – friendship/ belonging	Friendship in war Respect and remembrance for all
Guided Reading:	Dagger In The Desk extract – Jonathon Stroud (S) 	Skellig - David Almond  Continue as class reader	Clockwork Crow opening – Catherine Fisher (S) 	The Nowhere Emporium (P)  Continue as class reader	War Game – Michael Foreman (P)  WW1 Poetry: (S) Flanders Field – John McCrae We Shall Keep The Faith – Moina Michael  A Child's Christmas in Wales – Dylan (S) 

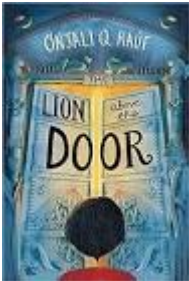
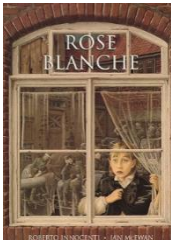
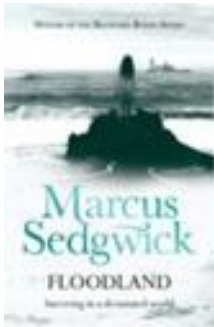
Purpose: **Persuade** **Inform** **Entertain** **Discuss**

Year 6 English Thematic Planning 2026-2027	YEAR 6 SPRING TERM	
	Spring 1 <i>Shakespeare</i> <i>+ Reading/ Grammar SATS practise</i>	Spring 2 <i>Pirates and villains</i> <i>+ Reading/ Grammar SATS practise</i>
Key Texts:	Shakespeare – Macbeth (4 weeks)  SPAG focus: formal v informal language; subjunctive form; hyphens; modal verbs; question tags; causal conjunctions Information text: Use semi colons, colons or dashes to mark boundaries between independent clauses; Use further organisational and presentational devices to structure text and to guide the reader.	Shakespeare – Witches spell (Poem) Poetry: spells and iambic pentameter verses Peter Pan/ Captain Hook film clips Extract from Treasure Island   Speech punctuation; Integrating dialogue to convey character and advance the action; distinguishing between narrative voice and character dialogue; punctuation for effect; hyphens
Main written Outcome	Formal letter/ discussion: <i>Who was responsible for King Duncan's death?</i> (D/P) Non-chronological about the Globe (I)	Witch's spell Iambic pentameter verse about the witches Character description (E) Narrative with flashback (E)

Site of Application writes:	Narrative recount – witches’ scene (E) Formal letter – Macbeth Informal diary – Lady Macbeth (E/I)			Diary entries: character point of view (E/I)
Curriculum links:	Music: pulse and rhythm			PSHE: Gender stereotypes History: Crime and punishment
Equality and diversity:	Gender roles		Inspirational people Diversity	
Guided reading	Macbeth – Shakespeare (P)  Globe Information Text William Shakespeare’s biography	Sonnet 18 – Shakespeare (S)  	Fantastically Great Women Who Changed The World: 1 by Kate Pankhurst 	Peter Pan extract – J.M. Barrie  Coral Island – R.M Ballantyne  Black Powder – Ally Sherrick 

Purpose: Persuade Inform Entertain Discuss

Year 6 English Thematic Planning 2026-2027	YEAR 6 SUMMER TERM			
	Summer 1 <i>Realities of WW2 + SATS</i>		Summer 2 Our Changing World - Possibly review	
Key Texts:	Letters From The Lighthouse (3 week)  SPAG focus: formal v informal colon for statement:answer; passive voice	Anne Frank's diary (2 week) 	Floodland – Marcus Sedgwick  SPAG focus: sentence structures for effect; selects verb forms for meaning and effect e.g. past perfect tense for flashback; causal conjunctions.	Poem: The Dreadful Menace 
Main written outcome and purpose:	Narrative with tension	Biography (I/E)	Narrative with a flashback (E)	Poem imitating a style (E)
Site of Application write:	Persuasion: Evacuee letter (P) Explanation: Evacuee letters (I)		Informal letter (P) – point of view Discussion (D) – should Zoe escape Eels Island with Dooby?	

Curriculum links:	History – WW2		
Equality and diversity	Women’s role during WW2 Prejudice against Jewish people during WW2 Celebrating soldiers that fought across the globe		Climate change
Guided Reading:	The Lion Above The Door –Onjali Q. Rauf 	“Rose Blanche” by Roberto Innocenti (3 weeks)  Anne Frank’s diary (1 week) 	Floodland – Marcus Sedgwick 

Purpose: **Persuade** **Inform** **Entertain** **Discuss**