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| M:\Year 6 Planning\Parent Meeting\Logo.pngM:\Year 6 Planning\Parent Meeting\Logo.png**College Town Primary School - Year 4**  **English Overview** | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** |
| Narrative  **Text: The Fox and the Star by Coralie Bickford-Smith**  Outcome: Write own version of the story with two different animals (2 weeks)  Opportunities for writing: diary, postcard from characters, researching foxes, emotion timeline, character/setting descriptions, before and after the story, information text on foxes    Poetry  **Text: ‘Fox Concrete Poem’ by Rebecca J. Gomez and ‘Old Foxy’ by Sue Hardy-Dawson**  Outcome: Shape poem linked to The Fox and the Star (2 week)  Opportunities for writing: visit Forest Schools, list senses in the forest, gather vocabulary, evaluate poems, fact file on foxes  Explanation text  **Text: Timeless Thomas by** [**Gene Barretta**](https://www.amazon.co.uk/Gene-Barretta/e/B001JRZ12U/ref=dp_byline_cont_book_1)and<https://www.literacyshed.com/the-inventors-shed.html> (The inventor’s House)  Outcome: Biography about the life of Thomas Edison (3 weeks)  Opportunities for writing: generate questions to ask Thomas Edison, interview Thomas Edison, write a newspaper report, instructions for a circuit, design a profile for an inventor, what are they famous for? | Non-chronological report Text: Meet the Ancient Romans by James Davies Outcome: Create a Roman Fact File (3 weeks)  Opportunities for writing: hot seating, drama, Roman Day, follow Roman recipe, write a Roman inspired menu, diary entry, handbook for a soldier, job description  ***Link reading: The Secrets of Vesuvius by Caroline Lawrence***  Narrative  **Text: The Lost Happy Endings by Carol Ann Duffy**  Outcome: Write their own fairy tale story (2 weeks)  Opportunities for writing: Venn diagram – how are characters similar/different, book review, alternative ending, make inferences for characters, setting descriptions of fairy tales, blurb  Play script  **Text: The Lost Happy Endings by Carol Ann Duffy**  Outcome: Write own play script and perform (2 weeks)    Opportunities for writing: write invitations to attend the play with a brief description of what it is about, developing performance skills (oracy) | NarrativeText: Arthur and the Golden Rope by Joe Todd Stanton Outcome: Write the next chapter in Arthur’s story (3 weeks)  Opportunities for writing: Debate: What makes a hero? Glossary of vocabulary, description of a monster, newspaper report, fact file on the Vikings/Norse gods/monsters, speech bubbles  ***Link reading: To Asgard! By Rachel Piercey***  Non-Chronological report  **Text: How to Train your Dragon by Cressida Cowell**  Outcome: A non-chronological report about an invented dragon for a Dragon-spotters’ guide. (3 weeks)  Opportunities for writing: discuss: could dragons have ever existed? Character profiles, day in the life of a Viking boy, Top Trump cards based on dragons, comparison of Vikings in the book to what we know in history, plan a Viking feast, interview/role play with a dragon expert, instructions on how to trap a dragon, book review, write their own Kenning’s poem on a dragon (Saxon form of poetry)  ***Watch Harry Potter clip with dragons from ‘Goblet of fire’*** |
| **Spring 2** | **Summer 1** | **Summer 2** |
| Poetry  **Text: The River by Valerie Bloom**  Outcome: Write their own poem including metaphors and personification, about a river (2 weeks)  Opportunities for writing: researching rivers, fact file, gathering vocabulary, research Valerie Bloom, compare River Thames and Amazon, poster about river pollution  ***Link reading: River Stories by Timothy Knapman*** *and* ***I Asked The River by Valerie Bloom***  Information text  **Text: Buddy's Rainforest Rescue by Ellie Jackson**  Outcome: A non-chronological report about the rainforest (3 weeks)  Opportunities for writing: interviewing explorers, diary entry of being in the rainforest, guide to how to survive in the rainforest, description of the rainforest and animals, persuasive poster on why to save the rainforest, story set in the rainforest  **Link reading: The Rainforest poem by Judith Wright** | Persuasion  **Text: Saving Species by Jess French** and **Should dogs be kept on leads in parks?**  Outcome: Balanced argument on whether animals should be kept in zoos (2 weeks)  Opportunities for writing: diary from animals perspective, researching conservation of animals in zoos, interview a zoo keeper, researching animals in different habitats  ***Link reading: Kennings Poem in the style of BEwARe by James Carter***  Narrative  **Text: The Secret Garden by Frances Hodgson Burnett**  Outcome:A description of a secret garden in the style of Frances Hodgson Burnett (2 weeks)  Opportunities for writing: conscious alley on whether to keep the garden a secret, description of the garden, diary of how you feel when you move somewhere new, hot seat Mary and the beginning and end, predict what is in the garden, write a free verse poem about a garden –  ***Link reading: ‘Pleasant Sounds’ by John Clare***  Narrative  **Text: The Tin Forest by Helen Ward**  Outcome: Write a prequel as the man before he made the Tin Forest (2 weeks)  Opportunities for writing: thought bubbles for old man in the story, poster for recycling, letter from the man of how he used the rubbish to make the forest, make their own tin forest, write instructions, hot seating, guided tour of the forest, interview Mrs Pragnell, video link also on Literacy Shed | Persuasion  **Text: The Village that Vanished by** [**Ann Grifalconi**](https://www.amazon.co.uk/Ann-Grifalconi/e/B001IOBIJ4/ref=dp_byline_cont_book_1)  Outcome: Balanced argument on whether Chimwale should leave with the villagers (2 weeks)  Opportunities for writing: conscious alley, debate – what makes a hero? conversations between ancestors at key points in the story, retell events from different main characters point of view, poem based on illustrations of crossing the river, information text on the Yao people  Poetry  **Text: Snow Leopard by Philip Gross and Macavity by T.S. Eliot**  Outcome: An animal poem creating imagery using poetic features (2 weeks)  Opportunities for writing: fact file on cats, researching wild cats, diary of a cat, researching TS Eliot award, comparing the poems  Narrative  **Text: The Lost Thing by Shaun Tan**  Outcome: A recount as the creature (2 weeks)  Opportunities for writing: make predictions, letter from the boy to the creature, watch the film clip, newspaper report about discovery of the lost thing, discuss the themes, list of reasons not to judge a book by its cover, write a prequel, write a blurb for the book |