






# English Learning Pathway



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text / Literacy Devices/ Stimulus</b>	<p>How to Train Your Dragon by Cressida Cowell</p> <p>Dragonology by Dugald Steer</p> <p>Fantastic Beasts and Where to Find Them by J.K. Rowling</p> <p>Eragon by Christopher Paolini</p>	<p>Selection of First World War Poetry (including, Suicide in the Trenches – Siegfried Sassoon, Exposure and Dulce et Decorum Est – Wilfred Owen)</p> <p>The story of Walter Tull</p> <p>Private Peaceful by Michael Morpurgo</p>	<p>The Curse of the Maya by Johnny Pearce and Andy Loneragan</p> <p>Rain Player by David Wisniewski</p> <p>Various information books about the Maya civilisation</p> <p>Links to D.T. Maya food &amp; drink as hook for flatbread making and research.</p>	<p>Descriptions and Recounts from the mighty Titanic (various sources used)</p> <p>Time Riders by Alex Scarrow</p>	<p>Wildboy by Rob Lloyd Jones</p> <p>Various excerpts to describe Victorian London (Dickens, Robert Louis Stevenson etc.)</p> <p>Links to D.T. controllable vehicles as hook for bodywork design based on circus vehicles.</p>	
<b>Whole Class Reader</b>	<p>Private Peaceful → </p>		<p>The Curse of the Maya → </p>		<p>Wild Boy → </p>	
<b>Writing Outcome</b>	<p><b>Start with 7 Marvellous Ways – review of what makes a good writer</b></p> <p><b>Description</b> Describing a water dragon of their own creation</p> <p><b>Instructions</b></p>	<p><b>Poetry</b> Inside the Trenches</p> <p><b>Biography</b> Walter Tull</p> <p><b>Letter</b> Persuade the authorises to give Walter the medal of honour (not taught 2019)</p>	<p><b>Description</b> Designing a Maya God and description of them</p> <p><b>Narrative</b> Meeting your Maya God for the first time</p> <p><b>Instructions</b></p>	<p><b>Descriptive Recount</b> Seeing the Titanic for the first time</p> <p><b>Letter</b> A letter from the Titanic to home</p> <p><b>Dialogue</b> Conversation between two classes</p> <p><b>Menu</b></p>	<p><b>(NB developing as this is our first year with this theme)</b></p> <p><b>Recount</b> Seeing the circus tents for the first time</p> <p><b>Independently chosen form</b> Writing from the perspective of a circus exhibit</p> <p><b>Non-chronological report</b></p>	

	<p>How to capture their dragon</p> <p><b>Non-Chronological Report/explanation</b></p> <p>How to look after their dragon</p> <p><b>Persuasive Letter</b></p> <p>A letter to persuade their parents that you can keep the dragon</p>	<p><b>Play Script</b></p> <p>Of Walter being left at orphanage- used to support narrative.</p> <p><b>Narrative</b></p> <p>Description of Walter being left at the Orphanage</p>	<p>Reverse-a-curse. Turning a mouse back into a child</p> <p><b>Argument</b></p> <p>What was the cause of the decline of the Maya population?</p>	<p>A traditional Titanic menu</p> <p><b>Argument</b></p> <p>Who was to blame for the sinking of Titanic?</p>	<p>Of circus tents and what's inside them</p> <p><b>Persuasive/argument text</b></p> <p>Should circuses be banned?</p> <p><b>Non-Chronological report</b></p> <p>Life here at Herne (guide for the Year new year 3s)</p>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
<p><b>Sentence, Grammar and Punctuation Skills</b></p>	<p>-shun</p> <p>Types of nouns</p> <p>Making nouns</p> <p>Proof reading</p> <p>Pronouns</p> <p>Soft c, -gue and qu</p> <p>Bullet points</p> <p>-ture and -sure</p> <p>Changing verbs</p>	<p>Nouns and adjectives into verbs</p> <p>Subjunctive mode</p> <p>Inverted commas</p> <p>Phrases and clauses</p> <p>Spelling list</p> <p>Semi colons</p> <p>Silent syllables</p>	<p>Ellipses</p> <p>Adverbials</p> <p>Homophones</p> <p>'l' before 'e'</p> <p>Prepositions</p> <p>Foreign plurals</p> <p>Conjunctions</p> <p>Coordinating conjunctions</p>	<p>Comparative and superlative</p> <p>Standard English</p> <p>Subject verb agreement</p> <p>Synonyms</p> <p>Double negatives</p> <p>Subject object</p> <p>Idioms and colloquialisms</p> <p>Modal verbs</p>		

	Stress in words Noun phrases Parenthesis	Subordinate clauses -ance and -ence Sentence types Active and passive Informal and formal Colons				
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