






# 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 a 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</p> <p>Rain Player by David Wisniewski</p> <p>Various information books about the Maya civilisation</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>	
<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 dragon of their own creation</p> <p><b>Instructions</b> How to capture your dragon?</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>Play Script</b> Of Walter being left at orphanage- used</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> Reverse-a-curse. Turning a mouse back into a child</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> A traditional Titanic menu</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> Of circus tents and what's inside them</p> <p><b>Persuasive/argument text</b></p>	

	<p><b>Non-Chronological Report/explanation</b> How to look after your dragon</p> <p><b>Persuasive Letter</b> A letter to persuade your parents that you can keep the dragon</p>	<p>to support narrative.</p> <p><b>Narrative</b> Description of Walter being left at the Orphanage</p>	<p><b>Argument</b> What was the cause of the decline of the Maya population?</p>	<p><b>Argument</b> Who was to blame for sinking of Titanic?</p>	<p>Should circuses be banned?</p> <p><b>Non-Chronological report</b> Life here at Herne (guide for the Year new year 3s)</p>
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<p><b>Sentence, Grammar and Punctuation Skills</b></p>	<p>-shun Types of nouns Making nouns Proof reading Pronouns Soft c, -gue and qu Bullet points Ture and sure Changing verbs Stress in words Noun phrases Parenthesis</p>	<p>Nouns and adjectives into verbs Subjunctive mode Inverted commas Phrases and clauses Spelling list Semi colons Silent syllables Subordinate clauses Ance and ence Sentence types Active and passive Informal and formal Colons</p>	<p>Ellipses Adverbials Homophones I before e Prepositions Foreign plurals Conjunctions Coordinating conjunctions</p>	<p>Comparative and superlative Standard English Subject verb agreement Synonyms Double negatives Subject object Idioms and colloquialisms Modal verbs</p>		