

Year 6 English Matrix

Autumn Term	Class Novel	<p>Autumn 1: Wonder by RJ Pallacio <i>Explores <u>diversity and inclusion</u> theme. The character experiences a range of emotions and explores relationships which children can relate to.</i></p> <p>Autumn 2: When the Sky Falls by Phil Earle. <i>Inspired by a true story, the story is set in war time in England in the 1940s exposing the children to historical fiction also reinforcing their learning of WW2 – the Battle of Britain in history.</i></p> <p>Performance Poem: Charge of the Light Brigade by Alfred Lord Tennyson</p> <p>Poetry Form: Free Verse</p>					
	Core Texts	<p>Lonely Planet Kids/National Geographic – Visit the Lake District <i>Use as a mentor text to show models of good persuasive vocabulary and language.</i></p> <p>Written Outcome: Persuasive Tour Guides about the lake district. Children will also use their learning from the Lake District geography unit and their residential visit to inspire their writing and widen their vocabulary.</p>	<p>**Wonder by R J Pallacio <i>Explores <u>diversity and inclusion</u> theme. The character experiences a range of emotions and explores relationships which children can relate to supporting their writing.</i></p> <p>Written Outcome: Recount Diary entry from the perspective of the main character and from a different chosen character.</p>	<p>**Little Freak Animation Wild boy by Rob Lloyd Jones <i>Explores <u>diversity and inclusion</u> theme and the idea of children’s rights which has been taught in PSHE Me and My World.</i></p> <p>Written Outcome: 1st person narrative – internal monologue.</p>	<p>**Rose Blanche (Christophe Gallaz and Roberto Innocenti) <i>Set in war time Germany (WW2) linking to the WW2 unit of the Battle of Britain allowing children to consolidate vocabulary and knowledge. Illustrated picture book which allows the children opportunity to infer and discuss illustrations.</i></p> <p>Writing Outcome: Narrative re-telling of the story with the children’s choice of ending.</p>	<p>My Secret War Diary, by Flossie Albright (Marcia Williams) <i>Historical non-fiction giving children perspective on what life was like for children in England during WW2 and experiencing evacuation. This consolidates learning from class novel and history work.</i></p> <p>Writing Outcome: Information text about Evacuation</p>	<p>Poetry Free Verse <i>Children to read a variety of poetry relating to WW2.</i></p> <p>Written Outcome Free verse poetry linked to the Battle of Britain</p>
Spring Term	Class Novel	<p>Spring 1: Who Let the Gods Out by Maz Evans. <i>Modern author and humorous story linked to Ancient Greek Gods. Complex plot line with many characters to challenge children’s understanding.</i></p> <p>Spring 2: Holes by Louis Sachar.</p> <p>Performance Poem: The Highwayman by Alfred Noyes</p> <p>Poetry Form: Narrative Poetry</p>					
	Core Texts	<p>Mythologica: an encyclopaedia of gods, monsters and mortals from Ancient Greece.</p>	<p>*Theseus and the Minotaur/Perseus and Medusa (The Usborne book of Greek Myths and Legends)</p>	<p>Holes by Louis Sachar <i>Novel set in Texas. The book has a complex plot line which gives the readers</i></p>	<p>The Highwayman by Alfred Noyes</p>	<p>Alma (animation) <i>This allows children to build on their learning from their tension and suspense writing</i></p>	

		<i>Mentor text with description and illustrations of mythical monsters.</i> Written Outcome: Information Text about Greek Mythical Creatures	<i>Mentor text. Children will explore the features of this text type and compare with other traditional tales.</i> Written Outcome: Children to write their own version of Perseus and Medusa focussing on character development.	<i>flashbacks which impact on the conclusion of the story.</i> Written Outcome Setting Description Formal/Informal Letters	<i>Classic narrative poem exposing the children to archaic language.</i> Written Outcome Recount of the story from a chosen character's perspective	<i>in Y5. Animation serves as an effective stimulus for the children's writing.</i> Writing Outcome: Narrative writing with a focus on developing tension and suspense in writing.
Summer Term	Class Novel	<p>Summer 1:** Journey to Jo'burg by Beverley Naidoo. <i>Set in South Africa during apartheid. This is part of our diversity and inclusion thread and builds on children's learning about black history from Y5.</i></p> <p>Summer 2: Street Child by Berlie Doherty <i>Historical fiction set in the 1860s enables children to discuss challenging themes including cruelty, injustice, resilience and humanity. It also enables children to develop an understanding of issues such as poverty and child labour. This also links to children's learning in history unit of Crime and Punishment.</i></p> <p>Performance Poem: Refugees by Brian Bilston</p> <p>Poetry Form: Free Verse</p>				
	Core Texts	<p>**Journey to Jo'burg by Beverley Naidoo <i>Set in South Africa during apartheid. This is part of our diversity and inclusion thread and builds on children's learning about black history from Y5.</i></p> <p>Written Outcome Formal and Informal letters</p>	<p>**Nelson Mandela – Long Walk to Freedom (children's version) <i>Mentor Text detailing the key events in Mandela's life.</i></p> <p>Written Outcome Biography of Nelson Mandela</p>	<p>**The Island by Armind Greber Picture book <i>A picture book which builds on the themes of refugees and how they are treated.</i></p> <p>Written Outcome: Discussion Text - Should the Man be allowed to stay on the island</p>	<p>The Tempest by William Shakespeare <i>This archaic text explores themes of freedom and slavery. It builds on units covered this term and children may find similarities with the Island text previously read.</i></p> <p>Written Outcome Narrative modern re-telling of the Tempest</p>	<p>Oliver Twist by Charles Dickens <i>Classic Text which will challenge children's understanding. Children will be able to use context to support their learning on Crime and Punishment in Victorian times.</i></p> <p>Written Outcome Character Description</p>

***Traditional Tales Thread**

****Diversity and Inclusion Thread**