

## Literacy Overview - Year 6



Appr o Ter m	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	<b>Adventure narrative:</b> Tyger				<b>Speech:</b> Greta by Greta Thunberg			<b>Poetry:</b> The Raven (setting description)				<b>Persuasive letter:</b> Letter to Mr Scrooge			
Spring	<b>Recount:</b> Letters from the Lighthouse			<b>Narrative:</b> The Journey			<b>Instructional Writing:</b> How to catch a Garden Gnome		<b>Poetry:</b> Thinker's Rap: My Puppy Poet and Me By Eloise Greenfield.						
Summer	<b>Blog:</b> Pet Peeves			<b>w/b 13<sup>th</sup> May - SATS</b>		<b>Newspaper Report:</b> Goldilocks				<b>Narrative poetry:</b> Hope-a-potamus by Greg James					

Year 6 will delve into the autumn term with a dystopian adventure through the modern classic, Tyger by SF Said emphasizing descriptive language and storytelling. Research and public speaking abilities will then be fostered through the introduction of Non-fiction text, Greta. Narrative poetry follows in The Raven by Edgar Allen Poe, paving the way for analysis of poetic devices and descriptive writing. As the end of autumn term approaches, persuasive techniques will be explored through letter writing based on A Christmas Carol by Charles Dickens.

In the spring term, students will use a historical novel, Letters from the Lighthouse by Emma Carroll to inspire a chronological recount. They will then move on to a beautifully illustrated narrative in The Journey by Francesca Sanna; a sensitive book that is full of significance of our time that will encourage the development of lyrical language used to create an effect on the reader. A brief unit on instructional writing will explore cohesive and organizational devices whilst the final spring unit on rap-style performance poetry allows students to explore the power of spoken language and rhythm.



During summer term, students will explore the modern concept of blogging, exploring cohesion and emotive language. A newspaper report based on a familiar traditional tale will teach chronology and formal writing techniques whereas a fun narrative poetry unit will end the year exploring resilience through anthology poem, 'Hope-a-potamus,' which will develop writing skills based on rhythm, rhyme and humour.

### Links to the National Curriculum

<b>Autumn 1 - Reading and writing knowledge/skills</b>	<b>Autumn 2 - Reading and writing knowledge/skills</b>
<p><b><u>Reading – Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b><u>Reading – Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> </ul>	<p><b><u>Reading – Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b><u>Reading – Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> </ul>

- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

### **Spoken Language**

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge
- Pupils should be taught to use relevant strategies to build their vocabulary
- Pupils should be taught to articulate and justify answers, arguments and opinions
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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- Pupils should be taught to select and use appropriate registers for effective communication

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### Writing Composition

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- Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change
- and enhance meaning.
- Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Pupils should be taught to draft and write by precisising longer passages.
- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
- Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

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### Word

- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

### Sentence

- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as If I were or were they to come in some very formal writing and speech.]

**Word**

**Punctuation**

- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for – request; go in – enter]

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists

**Sentence**

**Spellings**

- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]

- Steps 8-10 Challenge words
- Words with the short vowel sound /i/ spelled 'y'
- Words with the long vowel sound /igh/ spelled 'y'
- Words with the prefix 'over-'
- Words with the suffix '-ful'

**Text**

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

**Punctuation**

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**Spelling Shed**

Steps 1-7 Year 6 Challenge Words

**Spring 1 - Reading and writing knowledge/skills**

**Reading – Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

**Spring 2 - Reading and writing knowledge/skills**

**Reading – Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Reading – Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
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- recommending books that they have read to their peers, giving reasons for their choices
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understand what they read by:

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### **Word**

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little]

### **Sentence**

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

### **Text**

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

### **Punctuation**

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### **Sentence**



- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within list
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

### Spellings

- Words that can be nouns and verbs
- Words with an /oa/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled 'ce'
- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
- Words with the /f/ sound spelled 'ph'

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### Spellings

- Words with origins in other countries and languages
- Words with unstressed vowel sounds
- Words with 'cial' /shul/ after a vowel
- Words with 'tial'/shul/
- Words beginning with 'acc'
- Words with the suffix '-ably'

## **Summer 1 - Reading and writing knowledge/skills**

### Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Reading – Comprehension

## **Summer 2 - Reading and writing knowledge/skills**

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### Reading – Comprehension

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- Pupils should be taught to draft and write by precisising longer passages.
- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.

- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-reading for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear

### Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little]

### Sentence

- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

### Text

### Punctuation

- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-reading for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear

### Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for – request; go in – enter]How words are related by meaning as synonyms and antonyms [for example, big, large, little]

### Sentence

- information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

### Text

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses[for example, It's raining; I'm fed up]

**(SATs prep revision of all SPaG)**

**Spellings**

- Words with the suffix '-ible'
- Words with the suffix '-ibly'
- Words with suffixes '-ent' and '-ence'
- Words ending in '-er', '-or' and '-ar'
- Adverbs synonymous with determination ending in '-ly'
- Adjectives used to describe settings

use of adverbials such as on the other hand, in contrast, or as a consequence],and ellipsis

- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

**Punctuation**

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses[for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity[for example, man eating shark versus man-eating shark, or recover versus re-cover]

**Spellings**

- Adjectives used to describe feelings
- Adjectives used to describe characters
- Grammar vocabulary 1
- Grammar vocabulary 2
- Mathematical vocabulary





