

# Literacy long term planning

## Year 6

This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 6	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<i>Genre moderation focus</i>	<i>Narrative</i>	<i>Instructions</i>	<i>Non-chronological report</i>	<i>Persuasive text</i>	<i>Explanation text</i>	<i>Recount</i>
<i>Narrative</i>	<b>Modern classic fiction</b> <b>The Girl who Stole an Elephant (school designed unit)</b> <b>4 weeks</b>	<b>Boy in the striped Pyjamas (school designed unit)</b> <b>4 weeks</b>	<b>Significant authors</b> <b>Skellig (CLPE)</b> <b>5 weeks</b>	<b>Clockwork (CLPE)</b> <b>4 weeks</b> <b>(Extra time to be used to teach discreet literacy lessons)</b>	<b>Holes</b> <b>6 Weeks</b>	<b>Classic /modern fiction</b> <b>The House with Chicken Legs</b> <b>4 weeks</b>
<i>Poetry</i>	<b>Narrative poems</b> <b>Lady of Shallot</b> <b>2 weeks</b>		<b>Poet study:</b> <b>William Blake</b> <b>(links to Skellig)</b> <b>2 weeks</b>			
<i>Nonfiction</i>		<b>Instructions and Explanations (Hamilton Trust)</b> <b>1 weeks</b> <b>Anne Frank (school designed unit)</b> <b>Diary and biography</b> <b>2 weeks</b>	<b>Non-chronological report</b> <b>Non-chronological report on birds</b>		<b>Explanation text – DR text</b>	<b>Recount – linked to geography</b>

Explore belonging to a group or society Skellig, War Horse

Explore true friendship Skellig, War Horse

## Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have <b>enquiring, creative, independent minds</b>	We want our children to be good <b>communicators</b>	We want our children to be good <b>problem solvers</b>	We want our children to have a <b>healthy future</b>
<p>To have <b>enquiring, creative, independent minds</b> we need:</p> <ul style="list-style-type: none"><li>• Competitions</li><li>• Explore</li><li>• Research skills</li><li>• Choices</li><li>• Daily challenges</li><li>• Reflective learning</li><li>• Ask our own questions</li><li>• make connections to ideas</li><li>• encourage use of imagination</li><li>• brainstorming</li></ul>	<p>To be good <b>communicators</b> we need:</p> <ul style="list-style-type: none"><li>• Paired Talk</li><li>• Debating</li><li>• Presentations</li><li>• Team Work</li><li>• Letter Writing</li><li>• BLOG/VLOG</li><li>• Hot seating</li><li>• Acting/Performing</li><li>• Active and Attentive Listening</li><li>• Learning Behaviours (DR)</li><li>• ICT Literate</li></ul>	<p>To be good <b>problem solvers</b> we need:</p> <ul style="list-style-type: none"><li>• Questioning</li><li>• Experiments</li><li>• Resilience</li><li>• Real life problems</li><li>• Discovery</li><li>• To Find Solutions</li></ul>	<p>To have a <b>healthy future</b> we need:</p> <ul style="list-style-type: none"><li>• First Aid</li><li>• Cooking</li><li>• Diet/Exercise</li><li>• Recycle, Reuse, Reduce</li><li>• Making correct choices</li><li>• Campaigning</li><li>• Emotional wellbeing</li><li>• Open forums for discussions safety</li><li>• Citizenship</li><li>• Global Issues</li><li>• Personnel responsibility</li></ul>

Literacy Medium Term Planning

Year 6

All Interim Assessment Criteria Highlighted – Expected,

Autumn 1					
Transcription		Vocabulary, Grammar & Punctuation		Being a Writer	Spoken Language
Genre/Text	Outcomes	Grammar Coverage	Assessment	National curriculum objective	Fundamental
Narrative <b>The Girl who Stole an elephant</b>	Narrative	Expanded noun phrases Clauses vs phrases	Blue paper – Write a 3 <sup>rd</sup> person narrative	<ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas,</li> <li>drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives,</li> <li>describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials and ellipsis.</p> <p>Distinguishes between the language of speech and writing.</p>
Poetry <i>The Lady of Shalott (CLPE)</i>	Figurative language focus Writing classic poem		Blue paper – writing a poem  Yellow/pink – writing classic poem based on text	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<p>Chooses handwriting for a particular task i.e. unjoined style for labelling, forms, emails etc.</p> <p>Identifies audience and purpose by considering range of examples &amp; uses to plan own ideas.</p> <p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials &amp; ellipsis.</p> <p>Performs own compositions using appropriate intonation, volume &amp; movement.</p> <p>Gives well-structured descriptions, explanations &amp; narratives including expressing feelings</p>
Autumn 2					
Transcription		Vocabulary, Grammar & Punctuation		Being a Writer	Spoken Language

Genre/Text	Outcomes		Assessment	National curriculum objective	Fundamental
<p>Narrative</p> <p>The Boy in the Striped Pyjamas (School designed unit )</p>	<p>-Script marking -Letter Diary</p> <p>Retelling of events</p> <p>Debating</p> <p>Speeches</p>	<p>Alan Peat – sentences</p> <p>Cohesive devices for time</p>	<p>Blue Paper- Escape plan</p> <p>Write a plan on how to escape nazis</p>	<ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas,</li> <li>drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives,</li> <li>describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> <li>Prepare play scripts to read aloud.</li> <li>select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> </ul>	<p>Uses a hyphen to join a prefix to a root word.</p> <p>Spells all of the commonly misspelt words (English Appendix 1).</p> <p>Uses the semi-colon and dash to mark the boundary between independent clauses &amp; uses a colon to introduce a list (&amp; semi-colons within list).</p> <p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials &amp; ellipsis.</p> <p>Articulates &amp; justifies answers, arguments and opinions, speaking audibly and fluently.</p>
<p>Non fiction</p> <p>Anne Frank</p>	<p>Diary</p> <p>Biography</p>		<p>Blue Paper- Diary Entry</p> <p>Write a dairy entry</p>	<ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas,</li> <li>drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives,</li> <li>describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> <li>Prepare play scripts to read aloud.</li> <li>select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> </ul>	<p>Uses a hyphen to join a prefix to a root word.</p> <p>Spells all of the commonly misspelt words (English Appendix 1).</p> <p>Uses the semi-colon and dash to mark the boundary between independent clauses &amp; uses a colon to introduce a list (&amp; semi-colons within list).</p> <p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials &amp; ellipsis.</p> <p>Articulates &amp; justifies answers, arguments and opinions, speaking audibly and fluently.</p>

<b>Instructions and Explanations</b>	Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently.		Blue paper – instructions /explanations  Yellow/pink – instructions /explanations	<ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• choosing the writing implement that is best suited for a task</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• assessing the effectiveness of their own and others' writing</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>	Uses bullet points to list information and uses hyphens to avoid ambiguity. Uses organisation and presentational devices to structure text and guide the reader (headings, bullets, tables etc). Chooses the appropriate register. Listens & responds using appropriate register, asks & answers questions, maintains attention.
Spring 1					
Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language					
Genre/Text	Outcomes		Assessment	National curriculum objective	Fundamental
Narrative David Almond Skellig (CLPE)	*personal response *diary writing *character description *writing in role *letter writing *poetry writing *creating writing of prequel or alternative scene	Noun Pronoun Noun phrases Verbs Clause	Blue paper – narrative about finding a stranger  Yellow/pink writing the prequel to the text	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading</li> <li>• Draft and write by selecting appropriate grammar and vocabulary</li> <li>• In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>• Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul>	Accurately uses homophones and near homophones knowing the difference in meaning (found in Appendix 1 of English curriculum). Uses passive verbs to affect the presentation of information in a sentence. Precises longer passages into shorter text Distinguishes between the language of speech and writing. Considers different viewpoints, attending to and building on contributions of others.
Poetry Poet study William Blake	*Understand poetic style *Recite poems *Write poem in the style of poet		None	<ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely,</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun,</li> <li>• using semi-colons, colons or dashes to mark boundaries between main clauses.</li> </ul>	Spells all of the commonly misspelt words (English Appendix 1). Uses the semi-colon and dash to mark the boundary between independent clauses & uses a colon to introduce a list (& semi-colons within list). Identifies audience and purpose by considering range of examples & uses

					to plan own ideas. Gives well structured descriptions, explanations & narratives including expressing feelings
Non-chronological reports on birds	Talk for writing Imitate Innovate Independent application		Blue paper -  Yellow-pink	<ul style="list-style-type: none"> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	Uses bullet points to list information and uses hyphens to avoid ambiguity. Uses organisation and presentational devices to structure text and guide the reader ( headings, bullets, tables etc). Identifies grammatical concepts in their own writing and books they are reading. Develops understanding through speculating, hypothesising, imagining and exploring ideas.

Spring 2

Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language

Genre/Text	Outcomes		Assessment	National curriculum objective	Fundamental
Narrative Clockwork (CLPE)	<ul style="list-style-type: none"> <li>Script marking</li> <li>Letter in role</li> <li>Note making</li> <li>Character description</li> <li>Storyboard</li> <li>Eyewitness account</li> <li>Poster</li> <li>Poetry</li> <li>Journal</li> <li>Descriptive writing</li> <li>Persuasive leaflet</li> <li>Suspense</li> <li>Ghost story</li> </ul>		Blue paper - writing from a different perspective (Red Riding Hood from the POV of the wolf)  Yellow/pink - writing narrative in POV	<ul style="list-style-type: none"> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>	Uses and understands suffixes -able or -ible and -ably or -ibly & adds suffixes beginning with vowel letters for words ending in -fer. Uses the semi-colon and dash to mark the boundary between independent clauses & uses a colon to introduce a list (& semi-colons within list). Identifies audience and purpose by considering range of examples & uses to plan own ideas. Ensures correct subject & verb agreement when using the singular & plural. Gives well structured descriptions, explanations & narratives including expressing feelings

Summer 1

Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language

Genre/Text	Outcomes		Assessment	National curriculum objective	Fundamental
Narrative	A historical fiction	Parentheses	Blue paper-	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing,</li> </ul>	Spells all of the commonly misspelt words



War Horse – school designed unit Historical stories	narrative in the 3 <sup>rd</sup> person	is  Alan Peat sentences	war story – narrative  Yellow/pink –	<ul style="list-style-type: none"> <li>• selecting the appropriate form and using other similar writing as models for their own;</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed;</li> <li>• <b>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</b></li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</li> <li>• <b>using a wide range of devices to build cohesion within and across paragraphs.</b></li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Using a range of conjunctions to create compound and complex sentences;</li> <li>• using relative clauses;</li> <li>• using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis;</li> <li>• using correct punctuation to indicate speech.</li> </ul>	<p>(English Appendix 1). Uses and understands suffixes -able or -ible and -ably or -ibly &amp; adds suffixes beginning with vowel letters for words ending in -fer.</p> <p>Recognises vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. Selects grammar &amp; vocab to vary informal/ formal speech &amp; writing depending on purpose Ensures correct subject &amp; verb agreement when using the singular &amp; plural.</p> <p>*Listens &amp; responds using appropriate register, asks &amp; answers questions, maintains attention</p>
Explanation text linked to war horse				<ul style="list-style-type: none"> <li>• Chose the appropriate style of writing to suit a specific purpose and audience</li> <li>• Explore when different tense is needed in explanations</li> <li>• Use passive voice to change the presentation of information</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)</li> <li>• Use a semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use a colon to introduce a list</li> <li>• Use appropriate layout devices to structure text: headings, sub-headings, columns and bullet points</li> </ul>	
Summer 2					
Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language					
Text	Outcomes		Assessment	National curriculum objective	Fundamental
Narrative The House with the Chicken Legs (Literacy)	Recount linked to Ice Cream Project	Technical language  Use of	Blue Paper – recount science experiment	<ul style="list-style-type: none"> <li>• Chose the appropriate style of writing to suit a specific purpose and audience</li> <li>• Explore when different tense is needed in explanations</li> <li>• Use passive voice to change the presentation of information</li> </ul>	

Shed+ or somewhere else)		the passive  Formal register for recount	Pink paper	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)</li> <li>• Use a semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use a colon to introduce a list</li> <li>• Use appropriate layout devices to structure text: headings, sub-headings, columns and bullet points</li> </ul>	
<b>Recount – linked to Geography</b>				<ul style="list-style-type: none"> <li>• Choose the appropriate style of writing to suit a specific purpose</li> <li>• Use passive voice to change the presentation of information</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)</li> <li>• Use a semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use a colon to introduce a list</li> <li>• Justify grammar, punctuation, formality and style of writing to give an intended purpose.</li> </ul>	

### Greater Depth Objectives- Evident Throughout Writing Tasks

The pupil can write for a range of purposes and audiences:

managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures

selecting verb forms for meaning and effect

using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]