

Literacy long term planning

Year 6 2019-2020

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Non-chronological report on Birds (books to be sourced) David Almond Skellig (CLPE)	Anne Frank (school designed unit) Poetry – Lady of Shallot (CLPE) Ghost story	Wolf Brother	Clockwork (CLPE) Instructions and explanations (Hamilton Trust)	War Horse (school designed unit)	The Fits (visual literacy) Journey – refugee week, 20 th June

Explore belonging to a group or society Skellig, War Horse

Explore true friendship Skellig, War Horse

Explore peer pressure in Midsummer's Night Dream

Where there are gaps of extra weeks please teach additional non-fiction texts and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.

Literacy Medium Term Planning

Year 6 2019-2020

All Interim Assessment Criteria Highlighted – Expected;

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Non-chronological reports on birds 2 Weeks	Talk for writing Imitate Innovate Independent application	Blue paper – Yellow-pink	<ul style="list-style-type: none"> using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Uses bullet points to list information and uses hyphens to avoid ambiguity.</p> <p>Uses organisation and presentational devices to structure text and guide the reader (headings, bullets, tables etc).</p> <p>Identifies grammatical concepts in their own writing and books they are reading.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
David Almond Skellig (CLPE) 4 weeks	*personal response *diary writing *character description *writing in role *letter writing *poetry writing *creating writing of prequel or alternative scene	Blue paper – narrative about finding a stranger Yellow/pink writing the prequel to the text	<ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear 	<p>Accurately uses homophones and near homophones knowing the difference in meaning (found in Appendix 1 of English curriculum).</p> <p>Uses passive verbs to affect the presentation of information in a sentence.</p> <p>Precises longer passages into shorter text</p> <p>Distinguishes between the language of speech and writing.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
Poetry - The Lady of Shalott (CLPE) 2 weeks	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"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters using the perfect form of verbs to mark relationships of time and cause 	<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 & uses to plan own ideas.</p> <p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials & ellipsis.</p> <p>Performs own compositions using appropriate intonation, volume & movement.</p> <p>Gives well-structured descriptions, explanations & narratives including expressing feelings</p>

			<ul style="list-style-type: none"> using semi-colons, colons or dashes to mark boundaries between independent clauses 	
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Autumn 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Anne Frank School designed unit	-Script marking -Letter	Blue paper Yellow/pink paper	<ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear Prepare play scripts to read aloud. select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning 	<p>Uses a hyphen to join a prefix to a root word. 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). Uses a range of cohesive devices including repetition of words/phrases, use of adverbials & ellipsis. Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Canterville Ghost	Play script	T		Acting and using speech

Spring 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Instructions and Explanations	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;	Blue paper – instructions/explanations Yellow/pink – instructions/explanations	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words choosing the writing implement that is best suited for a task proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning assessing the effectiveness of their own and others' writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using a colon to introduce a list 	<p>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.</p>

	punctuating bullet points consistently.		<ul style="list-style-type: none"> punctuating bullet points consistently 	
Clockwork (CLPE) 4 weeks	<ul style="list-style-type: none"> Script marking Letter in role Note making Character description Storyboard Eyewitness account Poster Poetry Journal Descriptive writing 	<p>Blue paper – writing from a different perspective (Red Riding Hood from the POV of the wolf)</p> <p>Yellow/pink – writing narrative in POV</p>	<ul style="list-style-type: none"> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using brackets, dashes or commas to indicate parenthesis 	<p>Uses and understands suffixes -able or -ible and -ably or -ibly & adds suffixes beginning with vowel letters for words ending in -fer.</p> <p>Uses the semi-colon and dash to mark the boundary between independent clauses & uses a colon to introduce a list (& semi-colons within list).</p> <p>Identifies audience and purpose by considering range of examples & uses to plan own ideas.</p> <p>Ensures correct subject & verb agreement when using the singular & plural.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feelings</p>

Spring 2

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Wolf Brother			<ul style="list-style-type: none"> 	
			<ul style="list-style-type: none"> 	

Summer 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
War Horse – school designed unit Historical stories		<p>Blue paper –</p> <p>Yellow/pink –</p>	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; 	<p>Spells all of the commonly misspelt words (English Appendix 1).</p> <p>Uses and understands suffixes -able or -ible and -ably or -ibly & 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.</p> <p>Selects grammar & vocab to vary informal/ formal speech & writing depending on purpose</p> <p>Ensures correct subject & verb agreement when using the singular & plural.</p> <p>*Listens & responds using appropriate register, asks & answers questions, maintains attention</p>

			<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs. 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. <p>Historical Stories Essential books: <i>WarHorse</i> by Michael Morpurgo, <i>In Flanders Fields</i> by Jorgensen & Harrison-Lever Grammar includes: Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech.</p>	
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
The Fits	<ul style="list-style-type: none"> *Action sequence *recount *persuasive letter *film review 	<p>Blue paper –</p> <p>Yellow/pink: letter</p>	<ul style="list-style-type: none"> spell some words with 'silent' letters [for example, knight, psalm, solemn use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. using commas to clarify meaning or avoid ambiguity in writing using expanded noun phrases to convey complicated information concisely using hyphens to avoid ambiguity 	<p>Uses a hyphen to join a prefix to a root word.</p> <p>Recognises vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.</p> <p>Uses a range of cohesive devices including repetition of words/phrases, use of adverbials & ellipsis.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>

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.]