Year 6 Long Term Literacy Plan

Purple = ongoing objectives Yellow= covered Red = still need to fit in

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• 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.	• maintain positive attitudes to reading and understanding of what they read by: ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ learning a wider range of poetry by heart ○ preparing poems and plays to read aloud and to perform, showing understanding through (covered in play) ○ intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one 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.	• plan their writing by: ○ 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 pupils 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 ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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** ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • 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** ○ **ensuring the consistent and correct use of tense throughout a piece of writing** ○ **ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register** • **proof-read for spelling and punctuation errors** • **perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.** **BUT NOT INCLUDED ON OVERVIEW!**	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • 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] • 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)*]. • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • 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 • punctuating bullet points consistently • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • 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*].** **Terminology for Pupils (Statutory)** • subject, object • active, passive • subjunctive • **synonym, antonym** • **ellipsis, hyphen, colon, semi-colon, bullet points** **Writing - Transcription (Handwriting)** • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

Unit/Term	Text link	Extended writing opportunities • **Fiction** • **Non-fiction** • **Big Write** • **Poetry**	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Biographies **Autumn 1**	n/a	Biography writing	• using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • Use of the ~~semi-colon~~, colon and ~~dash~~ to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	**PLAN:** ○ 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 **DRAFT AND WRITE:** ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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** ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• identifying and discussing themes and conventions in and across a wide range of writing • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • distinguish between statements of fact and opinion	ALL objectives
Letters **Autumn 1**	n/a	Apology letter	• using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • Use of the ~~semi-colon, colon~~ and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]	**PLAN:** ○ 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 **WRITE:** ○ 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 ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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** ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ provide reasoned justifications for their views.	**Letters** **Spring 1**
Short Stories **Autumn 1**	The Arrival (Short Story NF)	Descriptive narrative Action sequences Full Short Stories	• using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]	**PLAN:** ○ 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 pupils have read, listened to or seen performed **WRITE:** ○ selecting appropriate grammar and vocabulary,	○ recommending books that they have read to their peers, giving reasons for their choices ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the	ALL objectives

			• Use of the semi-colon, ~~colon~~ and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]	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 ○ 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**	main ideas ○ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ 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	
Non-chronological reports **Autumn 2**	n/a	Non-chronological reports	• recognising vocabulary and structures that are appropriate for formal speech and writing… • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • 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 • punctuating bullet points consistently • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	**PLAN:** ○ 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 **WRITE:** ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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** ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ distinguish between statements of fact and opinion ○ retrieve, record and present information from non-fiction ○ 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	ALL objectives
The Christmas Truce **Autumn 2**	The Christmas Truce	Poem Diary Letter Descriptive Narrative	• 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)*]. • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • The difference between	**PLAN:** ○ 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 **WRITE:** ○ 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 ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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**	○ learning a wider range of poetry by heart ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ identifying and discussing themes and conventions in and across a wide range of writing ○ intonation, tone and volume so that the meaning is clear to an audience	ALL objectives

			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]		○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one 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 ○ 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. **Terminology for Pupils (Statutory)** • subject, object • active, passive	
The Street Child **(Victorian Britain)** **Spring 1**	The Street Child	• Persuasive speech • Short narrative (descriptive) • Short narrative (building tension) • Short narrative (creating exciting action) • Narrative (flashback) • CCL Link: Diary writing (in conjunction	• 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)*]. • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • Use of the semi-colon, colon and dash to mark the boundary	**PLAN:** ○ 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 pupils have read, listened to or seen performed **WRITE:** ○ 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 ○ using a wide range of devices to build cohesion within and across paragraphs ○ linking ideas across paragraphs using a wider range of	○ 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*] ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ identifying and discussing themes	

		with Luddites)	between independent **clauses** [for example, *It's raining; I'm fed up*] • 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]	**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**	and conventions in and across a wide range of writing ○ making comparisons within and across books ○ intonation, tone and volume so that the meaning is clear to an audience ○ **understand what they read by:** ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ 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.	
Sir Gawain and the Loathly Lady **Spring 1 and 2**	Sir Gawain and the Loathly Lady	• Speech • Contrasting diaries • Narrative	• 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)*]. • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm*	**PLAN:** ○ 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 pupils have read, listened to or seen performed **WRITE:** ○ 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 ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of	○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ **understand what they read by:** ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	

			fed up]	**adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**	justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ provide reasoned justifications for their views. **Terminology:** • subjunctive	
Shakespeare **Summer 1**	• Macbeth • Romeo and Juliet	Narrative Newspaper?? Letter Diary New Report Persuasive piece	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • 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 <u>I were</u>* or *<u>Were they</u> to come* in some very formal writing and speech] • 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)*]. • using expanded noun phrases to convey complicated information concisely • using hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] • Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]	**PLAN:** ○ 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 pupils have read, listened to or seen performed **WRITE:** ○ 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 ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ 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**	○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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~~ ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ identifying how language, structure and presentation contribute to meaning • 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 • provide reasoned justifications for	

					their views.	

Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Vacation, vacation, vacation		• Non-fiction: Comparison of two continents		
Victorian Britain		• Non-fiction: Description of difference between 1750 and 1900 • Letter of opposition to Mill Owners/Luddites • Ned Ludd Myth • Diary Entry from Mill Owner/Luddite		• Self-study presentation
	Evolution and inheritance	• Non-fiction: Description of fossilization • Non-fiction: report on adaptation of animal • Comic strip	• Reading and summarising of global warming texts	
	The Human Body	• Non-fiction: description of the function of the heart		