



Year 6 medium term plan Literacy

Planning follows the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit. Literacy planning is based on high quality literature, poetry and non-fiction texts, which provide inspiration for a final written outcome. Speaking, listening, drama and creative approaches are embedded as key teaching approaches. This ensures speaking and listening objectives are fully covered. Grammar is taught in context and pupils have the opportunity to practice and consolidate skills through discrete games and collaborative activities and explicit sentence level work prior to applying skills in the context of the final written outcome. Spelling is taught discretely however should be practised and driven through the modelling and teaching of writing. I have planned in spelling adjectives which are appropriate to the text being taught, however you must ensure all year group objectives are covered.

Fictional Texts are suggested and approaches drawn from CLPE Book Power Year 6. Please also ensure your order book collections from Islington ELS to support your teaching of each unit.

<p>Grammar terminology to be introduced:</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point</p>	<p>Term 1</p> <p>Term 2</p>	<p>Evidence for Writing moderation: Please ensure you have annotated pieces of writing with what the child can do and what the child's targets are. Also provide details of any support given if an aided piece and note if the piece was unaided. Work should be stuck in progress books once moderated.</p> <p>Autumn term 1: Baseline assessment (free piece of writing)</p> <p>Autumn term 2: Big Writing, One NON-FICTION CLJ</p> <p>Spring term 1: Moderation – 4-5 supported and independent SFA pieces</p> <p>Spring term 2: 2 pieces of CLJ 1 big Writing Extended narrative with flashback including editing and redrafting</p> <p>Summer term 1: Narrative</p> <p>Summer term 2: Big writing, Discussion</p>	<p>Evidence must include, supported and independent and come from Literacy, Big Writing and CLJ. Fiction, non-fiction and poetry represented. (photocopies of work in books can be used).</p>
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	Fiction	Non Fiction	Poetry
<p>Autumn 1 and 2 8 weeks 7 weeks</p> <p>Friend of Foe (World War 2)</p>	<p>Fiction Goodnight Mr Tom by Michelle Magorian 6 weeks Follow CLPE book power Year 6</p> <p>Reading Outcome: 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</p> <p>Deduce, predict, infer and summarise</p> <p>To take account of viewpoint in a story</p> <p>To explore and discuss themes and issues arising from the story</p> <p>Sustain interest and involvement in a longer story.</p> <p>Written Outcome: To write in role and at length, developing ideas and characters in a new version of the story</p> <p>Grammar Outcome: Use of Punctuation for effect – See Appendix 2 and linking phrases to build cohesion across paragraphs</p>	<p>Recount - Churchill – Link to World War 2 – (Use ELS boxes) 2 weeks</p> <p>Reading Outcome: To ask and answer questions – To read a variety of texts set out in different ways</p> <p>Written Outcome: Write in role adapting distinctive voices e.g of historical characters through preparing a CV, composing a biographical account or describing a person from different perspectives – police description, obituary, school report.</p> <p>Grammar Outcome: Relative clauses, beginning with who, which, where, why, whose that omit a relative pronoun Devices to build cohesion within a paragraph – then, after that Linking ideas across paragraphs using adverbials of time and tense choice – he had seen her before Passive voice</p> <p>Spelling Outcome: Homophones and other words that are often confused – Who's and Whose - Work through</p>	<p>Vocabulary Building 1 week</p> <p>Poems about War – Link to The Piano clip - Literacy Shed</p> <p>Reading Outcome: Responding personally to poems</p> <p>Discussing themes and conventions</p> <p>Written Outcome: Read, write and perform free verse using ambitious vocabulary</p> <p>Grammar Outcome: Punctuation – commas, brackets, dashes – (Presentation)</p> <p>Spelling Outcome: - Use language of the poem to teach a spelling pattern</p> <p>Use a thesaurus to develop vocabulary</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>



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Looking at the structures for informal speech including question tags - "that's what you want, don't you?"

Spelling Outcome: Continue to distinguish between homophones and other words which are often confused.

Use dictionaries and a thesaurus

Fiction – Stories with a flash back
4 weeks

Use The Piano clip and other picture books about World War 2

Reading Outcome: To discuss themes and issues enabling children to make connections with their own lives

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

deduce, predict infer using evidence and summarize

asking questions to improve their

homophones and confusing words in Appendix 1

Explanations 2 weeks

Link to Science Reading Outcome: 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
.Summarise and deduce answers from the text

Written Outcome: reporting and presenting findings from enquiries including conclusions causal relationships and explanations of and degree of trust in results

Grammar Outcome: Revision of causal connectives

Spelling Outcome: Revision of the letter string ough - although



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	<p>understanding</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Written Outcome: To write a narrative with a flashback</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>Grammar Outcome: Cohesion devices including ellipsis – punctuation for effect</p> <p>Spelling outcome: Words with silent letters (i.e letters whose presence cannot be predicted from the pronunciation of the word - doubt, island, knight etc Also revise previously taught</p>		
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	patterns as they come up in context.		
Spring 1 and 2 6 weeks 5 weeks	Please look at what needs to be Taught for curriculum and think Of appropriate topic title	SATS PREPARATION – FOLLOW SFA Ensure in CLJ you are exploiting writing opportunities as fully as you can. Some of these pieces will be used for Year 6 moderation Please ensure SPaG and spelling revision programmes are planned in detail	
Summer 1 and 2 6 weeks 7 weeks The Big Debate	Author Study 6 weeks Philip Pullman - Follow CLPE Bookpower Year 6 Reading Outcome: To extend children's experience of the work a key author To explore and interpret the way Philip Pullman writes To understand and respond to the themes that are dealt with in his books Summarise, predict, deduce and infer	Debating Skills Use a variety of discussion texts for children to read Reading Outcome: Justify opinions using the text Retrieve and record Written Outcome: A series of discussion texts following lively debates on various subjects Grammar Outcome: Devices to build cohesion within paragraphs and across paragraphs – linking phrases Spelling Outcome: Use AFL to cover spelling patterns class need	
		Link debates to the wider curriculum – RE, PSHCE	



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Raise and refine personal responses

Written Outcome:

Debate/discussion texts

Writing in role

Writing in the style of the author

A range of genres/outcomes

Grammar Outcome: Linking ideas across paragraphs using a wider range of cohesive devices.

Spelling Outcome: Homophones and other words that are often confused – See Appendix 1 for list of words.

As above

Transition text 5-6– Suggested texts

Artichokes Hearts by Sita Brahmachari or

Kensuke's Kingdom by Michael Morpurgo

Way Home (Picture book) by



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	<p>Libby Hawthorn</p> <p>Street Friends by Elizabeth Laird</p> <p>Reading Outcome: Compare texts, discuss themes and conventions</p> <p>Written Outcome: A variety of genres which children, plan, compose write and edit.</p> <p>Grammar Outcome: Revision of all grammar taught</p> <p>Spelling Outcome: AFL</p>		
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