

Year 6 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Topic Focus	A	<i>Local Transport / Victorian Britain</i>	<i>Performance Masks</i>	<i>Mayans / South America</i>		<i>Composing Rhythm and Texture</i>	<i>Beach Shoes</i>
	B	<i>Transport / Victorian Britain</i>	<i>Memory Box</i>	<i>Indus Valley / Water Supply</i>		<i>Depicting our World</i>	<i>Composing Rhythm and Texture</i>
<i>Reading Focus</i>		Clive Goddard Fintan Fedora	Letters from the Lighthouse	Barry Denenberg Nelson Mandela	Jess Butterworth When the mountains roared	R.J Palacio Wonder	Michael Murporgo
<i>Comprehension</i>		<ul style="list-style-type: none"> I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions. I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can talk about how authors use language, including figurative language, and the impact it has on the reader. I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation. I can fully explain my views with reasons and evidence from the text. 					
<i>Writing Focus</i>		Fiction: Short stories - mystery Non-Fiction: Non-chronological reports Invention Week	Non-Fiction: Recounts Poetry: Traditional / Classical Poems Invention Week	Non-Fiction: Argument and debate / Persuasion Poetry: Narrative Invention Week	Non-Fiction: Reports and journalistic writing Invention Week	Fiction: Traditional Tales Non-Fiction: Leaflets Invention Week	Non-Fiction: Play Scripts Poetry: The power of imagery Invention Week

<p><i>Alan Peat Sentences</i></p>	<p>Short Mysteries: Refer to AP Guide</p> <p>Non Chron Reports: Noun, who/which/where, BOYS The question is: ? Classification</p>	<p>Recounts: Time starters Outside (inside); List sentence! Emotion - consequence Some;others (verb)ed next (verb)ed</p>	<p>Arguments / Persuasion: 'ly' words Same word end of two sentences How would you feel...? Certainty Statement Numbers Same word before and after semicolon</p>	<p>Reports / Newspapers: Main Point Summary; Alliteration; Question?; Emotive Exclamation! Ending V(ed) next V(ed)</p>	<p>Traditional Tales: Refer to AP Guide</p> <p>Information / Leaflets: Noun, who / which / were,; BOYS; The Question is: ?. Classification Experts The more, the more</p>	<p>Play Scripts: 2A sentences Short Sentence The more, the more Refer to AP Guide</p>
<p><i>Spoken Language</i></p>	<ul style="list-style-type: none"> I can ask specific reasoned questions to improve my understanding. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. 		<p>Word Reading</p>	<ul style="list-style-type: none"> I can read aloud and understand the meaning of the words on the Year 5/6 list. 		
<p><i>Writing - Composition</i></p>	<ul style="list-style-type: none"> I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose. I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. I can use grammar and vocabulary which is suited to the purpose of my writing. I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward. I can draft and write by accurately précising longer passages. I can use different techniques to make my writing flow and link paragraphs. I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. I can give reasoned feedback on mine and others' work to improve it. I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. I can mark and edit work to have the correct tense throughout. I can mark and edit work to have the correct subject and verb agreement. I can read work looking for spelling errors and correct them using a dictionary. I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens. 					

	<ul style="list-style-type: none"> I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. 					
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. I can understand how words are related by meaning as synonyms and antonyms. I can use the passive to affect the presentation of information in a sentence. I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis. I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text. I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. I can use the colon to introduce a list and use semicolons within lists. I can use bullet points to list information. I can use hyphens for clarity e.g. man eating shark or man-eating shark. I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. 					
Spelling	<ul style="list-style-type: none"> Ambitious Synonyms: Adjectives Homophones near Homophones Nouns that end in '-ce', '-cy' and verbs that end in '-se' and '-sy' Adjectives ending '-ant' into nouns ending '-ance' and '-ancy' Adjectives ending in '-ent' into nouns ending '-ence' and '-ency' Hyphens 	<ul style="list-style-type: none"> Words ending in '-able' Words ending in '-able' Words ending in '-ably' Word families Word Families Creating diminutives using prefixes 'micro-' or 'mini-' 	<ul style="list-style-type: none"> Adding suffix beginning with vowel letters to words ending '-fer' Words with a long 'e' sound spelt 'ie' or 'el' after 'c' Words with a long 'e' sound spelt 'ie' or 'el' after 'c' Word families based on common words, showing how words are related Statutory Spelling 	<ul style="list-style-type: none"> Words with ending which sound like 'shuhl' after a vowel letter Words with ending which sound like 'shuhl' after a consonant letter Words with a soft 'c' spelt 'ce' Word families based on common words, showing how words are related Statutory Spelling 	<ul style="list-style-type: none"> Word families based on common words, showing how words are related Words that can be nouns and verbs Words that can be nouns and verbs Words with a long 'o' sound spelt 'ou' or 'ow' Words ending in '-ible' Words ending in '-ibly' 	<ul style="list-style-type: none"> Synonyms and Antonyms
	<ul style="list-style-type: none"> I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference. I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. I can use dictionaries to check the spelling and meaning of words. I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. I can use a thesaurus with confidence. 					
Handwriting	The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'	The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'	The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'	The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'	Recap / Consolidate	
	<ul style="list-style-type: none"> I can 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. I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. 					