Eltham C of E Primary School

Year 6 Literacy Long Term Planning

- This long-term planning grid ensures coverage and progression of the National Curriculum.
- The document should be used alongside the National Curriculum and ELS/CUSP Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 2/3/4 week teaching sequence as appropriate.
- As much as possible, punctuation and grammar activities should be contextualised and taught within the units so that they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with the ELS scheme and Phase 5 phonics in Year 1 and from the Summer term of Year 1 and in Years 2-6 teachers follow the 'CUSP' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).
- Handwriting is to be taught in line with Letter Join.

Year group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing			Spring 2		
Core Text	**Historical Fiction** **Giant's Necklace** **Michael Morpurgo-Grammar revision** **Rose Blanch: Roberto Innocenti** **CUSP History link WW2**	**Animation-Historical/flashback** **The Piano** **CUSP History link WW2**	**Fantasy/Adventure** **Skellig: David Almond**	**Information report on the circulatory system** **(CUSP Science Link)**	**Suspense thriller** **The Landlady: Roald Dahl** **SATS**	**Biographical fiction** **Windrushchild: Benjamin Zephania** **(CUSP History link Windrush)**
Writing outcomes	• **ENTERTAIN – Diary** from the perspective of the sea • **ENTERTAIN- 1st Person Narrative:** contrasting perspectives • **ENTERTAIN-Letter:** description of time at concentration camp	• **ENTERTAIN-Flashback narrative:** based on the Piano (dialogue) • **INFORM – Formal leaflet**: evacuation	• **ENTERTAIN-Narrative:** Tension opening (dialogue) • **INFORM-Newspaper article**: sighting of Skellig/flying object	**INFORM-Formal information/ explanation:** formal scientific report on the workings of the circulatory system (Science link)	**Contrasting letters:** • **INFORM-Informal letter:** foreshadowing • **INFORM- Formal Letter:** reply to trip advisor review	• **INFORM- informal letter**: letter in role as Leonard • **POETRY:** poem based on John Agard's Windrush Child • **PERSUADE-Formal speech:** formal persuasive speech/pitch
Writing Transcription Spelling **Taught through CUSP Spelling Scheme**	**Pupils should be taught to:** • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • 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 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.					
Writing Transcription Handwriting	**Pupils should be taught to:** **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					
Writing Composition	**Pupils should be taught to 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 • 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.
Writing Vocabulary, grammar and punctuation	**Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:** • 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 the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 **Indicate grammatical and other features by:** • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • 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.
	Year 6: Detail of Statutory content to be introduced (Appendix 2 NC)
Word	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].
Sentence	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)]. 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]
Text	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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation	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 Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

<table>
<tr><th colspan="7">Reading</th></tr>
<tr><td rowspan="2">Whole Class Guided Reading Texts

The teaching of DERIC skills through the Whole text/text extracts</td><td colspan="6">D: Decoding words
E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)
R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).
I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).
C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made by the author).</td></tr>
<tr><td>Whole Class Guided Reading

Whole Text-The Boy in the Tower: Polly Ho-Yen</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td><td>SATS Revision</td><td>SATS Revision</td><td>Whole Class Guided Reading</td></tr>
<tr><td></td><td colspan="6">Teachers plan a range of activities around class age appropriate text/extract for that week.
Planning for these lessons is rooted in the ERIC skills, the Reading National Curriculum and Assessment Framework.</td></tr>
<tr><td>Reading - word reading (D)</td><td colspan="6">Pupils should be taught to:
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.</td></tr>
<tr><td>Reading - comprehension</td><td colspan="6">Pupils should be taught to 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 (I)
• making comparisons within and across books (R/I)
• learning a wider range of poetry by heart
• preparing poems and plays to read aloud and to perform, showing understanding through 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 (E)
• asking questions to improve their understanding
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)
• predicting what might happen from details stated and implied (I)
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (R)
• discuss and evaluate how authors use language, including figurative language considering the impact on the reader (C)
• distinguish between statements of fact and opinion (R)
• retrieve, record and present information from non-fiction (R)
• 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 (I)</td></tr>
</table>

Spoken Language	
	The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. • 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.
Eltham C of E's interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across KS1 and KS2.	• To make improvements based on constructive feedback on their listening skills. • To follow complex directions/multi-step instructions without the need for repetition. • To regularly ask relevant questions to extend their understanding and knowledge. • To articulate and justify answers with confidence in a range of situations. • To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • To gain, maintain and monitor the interest of the listener(s). • To select and use appropriate registers for effective communication. • To use relevant strategies to build their vocabulary. • To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose • To speak audibly, fluently and with a full command of Standard English in all situations. • To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. • To confidently explain the meaning of words and offer alternative synonyms. • To communicate confidently across a range of contexts and to a range of audiences. • To articulate and justify arguments and opinions with confidence. • To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To offer an alternative explanation when other participant(s) do not understand.