



Literacy: Key Stage 2

Year 6	<u>Spoken language</u>	<u>Reading</u>	<u>Reading Comprehension</u>
	• Listen attentively to a speaker – adult or peer. • Ask relevant questions. • Participate in discussions – whole class, small group or on a one-to-one basis. • Speak clearly and audibly. • Share thoughts, opinions and feelings with confidence. • Be respectful of the thoughts, opinions and feelings of others. • Use appropriate communication – body language and spoken language. • Take part in Hot seating activities, asking questions, listening to others and adapting for the audience. • Perform a poem from a well-known poet, taking into account: vocabulary choices, accent, dialect and overall performance.	All children will have the opportunity to: • Follow a reading scheme throughout the year – Big Cat Collins, Code X, Rapid readers. • Read aloud. • Use word reading, phonics and spelling knowledge to decode new and unfamiliar words. • Use word mats, working walls and vocabulary sheets in lessons to support learning. • Read for enjoyment. In Year 5, the following books, recommended by Pie Corbett and the Talk4Reading scheme will be used: ○ Holes by Louis Sachar ○ Clockwork by Phillip Pullman ○ The Hobbit by JRR.Tolkein ○ Skellig by David Almond ○ Fireweed by Jill Paton Walsh ○ River Boy by Tim Bowler ○ The Arrival by Shaun Tan • Read poetry for enjoyment. In Year 6, the children will have the opportunity to read, enjoy, evaluate and perform poems by the following authors: ○ Charles Causley ○ Benjamin Zephaniah ○ William Shakespeare • Picture Books: In Year 6, the children will have the opportunity to read and engage with some of the following high quality picture books: ○ Where the Poppies Now Grow ○ The Undeclared ○ Windrush ○ Zoo	All children will have the opportunity to: • Read a range of texts which are linked to the wider curriculum: ○ The Boy in the Striped Pyjamas by John Boyne ○ Darwin's Dragons by Lindsay Galvin ○ Kensuke's Kingdom by Michael Morpurgo ○ Quality extracts, including some from the works by local author; George Eliot. • Use skills taught using the VIPERS scheme: the uses of vocabulary, retrieval, inference (giving an opinion based on evidence in a text), predicting, explaining and summarising, to support understanding of key texts. • Be able to discuss key themes from a text – events, characters and settings. • Identify similarities and differences between texts. • Give an opinion based on a text, include reasons. • Talk and write about a text in detail. • Ask questions, be inquisitive and share thoughts. • Improve, increase and widen a range of vocabulary. • Read and discuss a wide range of texts. • Compare and contrast work by the same author. • Recognise common themes and compare. • Use non-fiction texts to support technical vocabulary understanding.

	<u>Handwriting and Spelling</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
	Handwriting: • Write with a legible and fluent style. • Join letters confidently and be aware when letters should be left unjoined. • Choose an appropriate layout, organisation and presentation for a particular task. • Always take pride in presentation and handwriting. Spelling: • Using the Spelling Shed scheme and linking to the National Curriculum, children will learn the following spelling patterns along side the Year 5/6 statutory word list requirements. Spelling scheme includes 36 weeks' worth of patterns and rules. For example; ○ Words with the short vowel sound /i/ spelled y. ○ Words with the long vowel sound /i/ spelled with a y. ○ Adding the prefix '-over' to verbs. Convert nouns or verbs into adjectives using suffix '-ful.' Words which can be nouns and verbs. ○ Words with an /o/ sound spelled 'ou' or 'ow.' ○ Words with a 'soft c' spelled /ce/. Prefix dis, un, over, im. ○ Words with the /f/ sound spelled ph. ○ Words with unstressed vowel sounds. • Spellings to be taught, tested and monitored weekly. • Children to have a log on in order to access to Spelling Shed in school and at home. • Spellings to be practised in school and at home.	Over the year, and based on the Key topic texts, children will have the opportunity to write in the following genres; ○ Narrative: story ○ Diary entry ○ Description – setting, character ○ Recount ○ Explanation ○ Non-Chronological report ○ Instructions ○ Poetry ○ Newspaper ○ Biography ○ Persuasion ○ Discussion ○ Review ○ Speech • In order to write in a variety of genres, children will be taught the key features of text types, identify them in an example text and be given time and support to practice sentences types before writing a full piece. • Children will be encouraged to plan, draft, and edit their work. They would use green pen for editing. • Blue Book writing will be completed once every three weeks and children will be asked to write in detail. Following the marking, children will be asked to respond and complete a short task to help move learning forward, address a misconception or improve a section of their work. • Follow checklists to ensure key features are included in writing. Evaluate using these also. • Talk about their ideas with a partner and be a critical friend, also accepting the advice from others. • Confidently use paragraphs to separate themes in a piece of writing. • Use organisational features in non-fiction work. • Endure proof-reading becomes part of the writing process – stopping at intervals to check, edit and improve a piece. • Share work with the class and explain choices and reasons for uses of vocabulary, organisational features, themes, characters and settings.	Over the course of the year, and using a range of resources including: Collins Vocabulary, Punctuation and Spelling, Schofield and Simms Grammar and CGP: Grammar, Sentences and Punctuation, Rising Stars Achieve 100, Grammarsaurus and Classroom Secrets, the children will be taught the fundamental skills to use: • Sentence Structure Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. He's your friend, isn't he? Or the use of subjunctive forms such as I were or Were they to come in some very formal writing and speech). • Text Structure Linking ideas across paragraphs using a wider repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as the other hand, in contrast) and ellipsis. Layout devices such as headings, sub-headings, columns, bullets, tables to structure text. • Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity. • Terminology ○ Subject ○ Object ○ Active ○ Passive ○ Synonym ○ Antonym ○ Ellipsis

		Fiction Writing: Specific fiction types of story writing will be undertaken each term, for a 3-week writing block. The inspiration will be derived from sources including Pie Corbett’s fiction writing resources.	○ Hyphen ○ Colon ○ Semi-colon ○ Bullet points
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