



Literacy Overview - Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Skills Basic punctuation review and refresh. Proof-reading and editing.</p> <p>Non-Fiction Non-Chronological Report Creatures from Ancient Greek mythology</p> <p>Characterisation Inspired by Theseus and the Minotaur (Incidental Writing)</p>	<p>Skills Cohesive paragraphs. Use of a wider range of sentence structures. Using a wider range of conjunctions.</p> <p>Non-Fiction (Local History Week) Explanation Diary Entry</p> <p>Poetry The Listeners</p> <p>Fiction Suspense Story Opening</p>	<p>Skills Consolidating Key Stage Two skills with focus on sentence type, content and construction.</p> <p>Non-Fiction Newspaper Reports</p> <p>Poetry War Emotive Free-Verse</p>	<p>Skills Wider range of punctuation marks to demarcate sentences: semicolons, colons and commas, brackets, dashes for parenthesis.</p> <p>Non-Fiction Leaflet (Linked to the story 'Holes')</p> <p>Fiction Holes Five Part Story</p>	<p>Skills Consolidating skills taught in Year 6</p> <p>Revision</p> <p>Macbeth Letter writing Formality Persuasion</p>	<p>Skills Consolidating skills taught in Year 6</p> <p>Non-Fiction Balanced Argument Zoos</p> <p>Fiction Diary Entry Five part Journey story (Description Focus) inspired by The Land of Neverbelieve</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>During the Autumn Term, we will...</p> <ul style="list-style-type: none"> · Basic recap on sentence structures, conjunctions, word classes and punctuation. · Use commas to clarify meaning or avoid ambiguity. · Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. · Revise sentence structure - including simple, compound and complex sentences. 		<p>Vocabulary, Grammar and Punctuation</p> <p>During the Spring Term, we will...</p> <ul style="list-style-type: none"> · Explore appropriate formal speech and writing e.g. 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. · Understand and use effective vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. 		<p>Vocabulary, Grammar and Punctuation</p> <p>During the Summer Term, we will...</p> <ul style="list-style-type: none"> · Revise all areas of Key Stage 2 curriculum in preparation for end of key stage SATs · Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. · Continue to write independently for a range of purposes. 	



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- Use paragraphs to organise ideas around a theme
- Use cohesive devices to link ideas
- Use expanded noun phrases to convey complicated information concisely.
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
- Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.