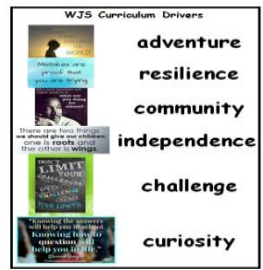


## Year 6 Long Term Plan – Literacy



### Narrative – Blue

### Non-Fiction – Green

### Poetry – Purple

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Overriding Topic</b>	Rainforests	Mayans	South America	British Monarchs	Victorians	Map Skills Keeping Healthy
<b>Genres Covered for Assessment</b>	<p>Instruction Text Descriptive Writing Recounts Dialogue</p> <p>Non-Chronological Report</p>	<p>Poetry – focus on figurative language and vocabulary</p> <p>Formal and Informal Recount</p> <p>Flashback Narrative</p>	<p>Formal/informal letter Recounts Explanation Text Descriptive writing</p> <p>Persuasive Writing Instruction Writing Descriptive Writing</p>	<p>Adventure Story Debate – speaking and listening</p> <p>Persuasive Writing Balanced Argument</p>	<p>Narrative Poetry Recounts</p> <p>Descriptive writing Newspaper article</p>	<p>Information Text Poetry</p>
<b>Rich Texts</b>	<p>The Explorer by Katherine Rundell</p>  <p>DK Eyewonder Rainforests</p>  <p>The Rainforest Book - Charlotte Milner</p>	<p>WW1 Poems</p>   <p>Oranges in No man's Land by Elizabeth Laird Charles Dickens – A Christmas Carol</p>	<p>Darwin's Dragons by Lindsay Galvin</p>  <p>How To Train Your Dragon book and film</p> 	<p>Short stories by Michael Rosen</p> <p>The Balaclava story – George Layton</p> <p>Virtually True – Paul Stuart</p> <p>The Controller</p> <p>Usborne Kings and Queens – Ruth Brocklehurst</p>	<p>The Highwayman – Alfred Noyes</p>  <p>Oliver Twist – Charles Dickens</p> <p>Oliver Twist</p>	 <p>The Final Year by Matthew Goodfellow</p>

						
<b>Writing Opportunities</b>	<p>Instructions for building a shelter</p> <p>Description of Rainforest environment</p> <p>Letters/diary entry</p> <p>Dialogue between characters – looking at characterisation specifically</p> <p>Comparing two settings (Favela/Rainforest)</p> <p>Persuasive letter writing</p>	<p>WW1 Poetry (free verse)</p> <p>Short funny story</p> <p>Detailed P.E.E.</p> <p>Formal and Informal speech (Speaking and listening)</p> <p>Adventure story</p>	<p>Formal/informal letter</p> <p>Recounts</p> <p>Explanation Text</p> <p>Descriptive writing</p> <p>Instruction Writing</p> <p>Descriptive Writing</p>	<p>Flashback Story</p> <p>Balanced argument</p> <p>Descriptive Writing</p> <p>Formal letter</p>	<p>Formal/informal letter</p> <p>Character/setting description</p> <p>Newspaper article</p> <p>The Highwayman poetry (narrative)</p> <p>Playscript writing</p>	<p>Information text</p> <p>Poetry about transition</p>
<b>New Grammar Skills</b>	<p>Semicolons</p> <p>ISPACE</p> <p>Colons to add information</p> <p>Prepositions</p> <p>Co-ordinating</p> <p>Conjunctions</p>	<p>Hyphenated words</p> <p>Hyperbole</p> <p>Assonance</p> <p>Sibilance</p> <p>Ellipsis</p> <p>Layout devices</p>	<p>Revise all word classes (nouns, verbs, adjectives, conjunctions, pronouns, possessive pronouns, relative pronouns, adverbs, adverbials, prepositions, determiners, subject and object (passive voice)</p> <p>Consolidation of all skills taught at KS2</p> <p>Regular gaps to be assessed and covered by CT.</p>	<p>Functions of sentences (statements, questions, commands, exclamations)</p> <p>Use of subjunctive</p> <p>Clauses, phrases (co-ordinating and subordinating)</p> <p>Punctuation (CL, FS, ? ! commas in a list, to clarify meaning and after fronted adverbials and inverted), Apostrophes, parenthesis, ; - -bullet points</p> <p>Consolidation of all skills taught at KS2</p> <p>Regular gaps to be assessed and covered by CT.</p>	<p>Verb forms, tense and consistency</p> <p>Determiners and generalisers</p> <p>Combing complex and compound sentences for effect.</p>	<p>Consolidation of all skills taught at KS2</p> <p>Regular gaps to be assessed and covered by CT.</p>
<b>Revised Grammar Skills</b>	<p>Cohesion</p> <p>Relative Clauses Brackets</p> <p>Dashes</p> <p>Speech Marks</p> <p>Pronouns</p> <p>Expanded Noun Phrases</p> <p>Figurative Language: Metaphors</p> <p>Personification</p> <p>Similes</p> <p>FANBOYS</p>	<p>Semi-colons</p> <p>FANBOYS</p> <p>Semicolons</p> <p>ISPACE</p> <p>Metaphors</p> <p>Personification</p> <p>Similes</p> <p>Colons to add information</p> <p>Prepositions</p> <p>Co-ordinating</p> <p>Conjunctions</p> <p>Cohesion</p> <p>Relative Clauses Brackets</p> <p>Dashes</p> <p>Speech Marks</p> <p>Pronouns</p> <p>Expanded Noun Phrases</p> <p>Imperative verbs</p>	<p>Rhetorical questions</p> <p>Colloquial language</p> <p>Comparative devices</p> <p>Dialogue</p>			

<p><b>Vocabulary to be Introduced</b></p>	<p>Haunches, Shoal, helter-skelter, sprawled, scrambled, exquisite, pungent, taut, nonchalant, contemptuous, iridescent, hubristic, conspiratorially, conclave, gravitas, winced, quivering, radiated, bludgeoned, authoritatively, sceptically, tenacious, swelteringly, coaxing, plausible, maniacal, convulsing, disconcerting, cataclysm, tawdry,</p>	<p>Perilous, Revile, Ricochet, Mournful, Everlasting, Crestfallen, Ineffable, Disdain, Frantic, Inconspicuous, Repugnant, Imprudent, Inglorious, Distorted, contemptuous, Devastating, Harrowing, discordant, Glorious, Floundering, Cacophony, Scorched, Ardent, Foolhardy, Incredulous, Disillusioned, Spurious, Lured, Lurid, Claustrophobic</p>	<p>Affirm, analysis, argument, authority, claim, conclusion, credibility, criterion, debate, evidence, fallacy, generalisation, impact, interpretation, logical, negate, negative, persuade, proposition, refute, resolution, Devour, Engage, Engulf, Perceive Struggle, Surge, Swipe, Transform, Explore, Eyeball, Fling, Glare, Gleam, Gobble, Refine, Retreat, Reveal, Revolutionize, Revitalize, Revolve, Ruin, Uncover, Usher, Plunge, Position</p>	<p>Traveller, socially superior, operated, companion, legend, fictionalised, notorious, recounts, portray, evolve, apprenticeship, juvenile, satire, widely, numerous, realism, merciless, corruption, passive, outcast,</p>	<p>French cocked-hat, claret, ostler, torrent, gusty, breeches Rapier, hilt, love-knot, casement, pistol butts, tawny, cascade stable-wicket, scarce, peaked, blanched, priming, writhed, harry (not the name!)</p>	<p>Transplant, research, cardiovascular, surgery, circulation, paediatric, Transgenic Xenotransplantation</p>
<p><b>Key words from Y5/6 Spelling List</b></p>	<p>Aggressive, Ancient, Appreciate, Bruise, Communicate, Conscious, Curiosity, Desperate, Develop, Disastrous, Environment, Equipped, Foreign, Immediately, Lightning, Marvellous, Occupy, Physical, Sacrifice, Sufficient, Temperature, Vehicle</p>	<p>According, amateur, Awkward, Cemetery, Bruise, communicate, Conscience, conscious, Criticise, Desperate, Determined, Environment, Existence, Foreign, Frequently, Government, Individual, Lightening, Muscle, Nuisance, Occupy, Recognise, Rhyme, Rhythm, Sacrifice, Soldier, Sufficient, Thorough</p>	<p>Accommodate, achieve, aggressive, ancient, average, awkward, bargain, communicate, conscience, conscious, criticise, determined, desperate, disastrous, equip, exaggerate, especially, excellent, foreign, frequently, hindrance, individual, mischievous, nuisance, parliament, persuade, profession, pronunciation, recognise, sacrifice, suggest, symbol, system</p>	<p>- Formal and informal choices e.g. ask/request, go in/enter, find out/discover</p>	<p>- Application of all spelling rules taught into independent writing.</p>	<p>- Synonyms and antonyms considering degrees of meaning</p>
<p><b>Opportunities for Outdoor Learning</b></p>	<p>Thornden Woods – listen to the sounds of the forest, consider materials to use for making a shelter, hazards of being in a forest etc. Visit to the pond to consider the vegetation/feel etc. Raft making in the timber trail.</p>	<p>Year visit for cenotaph for memorial</p>	<p>Immersion for description at the pond. Trip to Whitstable Museum for first steam engine</p>	<p>Trip linked to history topic – smuggling areas around Whitstable</p>	<p>Link to crime and punishment recreating a Victorian prison.</p>	<p>Transition visits</p>