

Archbishop of York's C.E. Junior School

Y6 Literacy Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC:	SCIENCE <i>'Elements'</i>	CULTURE <i>'Four Corners of the World'</i>	PEOPLE <i>'Influential People'</i>	HISTORY <i>'In The Past'</i>	GEOGRAPHY <i>'Landscapes'</i>	ARTS <i>'That's Entertainment'</i>
Year 6	Fire	West	Great Leaders	Egyptians	Deserts	Theatre
Text Level <i>(Writing Composition)</i>	<p>Mystery stories - connected to fire</p> <p>Recount – Newspaper report, including 1st hand witness statements – eruption of Vesuvius</p> <p>Fiction pieces based on image or film</p> <p>Explanation –why volcanoes erupt</p> <p>Perspective Piece – Who am I?</p>	<p>Note taking – slave trade</p> <p>Mind mapping – slave trade</p> <p>Free verse – slave trade /Christmas story</p> <p>Persuasion – letters from slaves/slave owners</p> <p>Recount using scientific vocabulary (evolution and inheritance)</p> <p>Non-chronological report - Slave Trade</p>	<p>Biography – Paired/ind writing on buddy/Will Smith/Edward Jenner</p> <p>Making notes on the life of a scientist (Jenner)</p> <p>Discussion – moral/ethical implications of testing vaccines (link to micro-organism) on children; link to Science writing on microbes and observations over time of bread in different conditions</p>	<p>Historical settings – Explanation - Pyramid building</p> <p>Recount – 1st hand perspective weaving fact into fiction</p> <p>Explanation – Scientific/Religious/ Historical Culture - How to mummify a body</p> <p>Perspective piece – Watching in the Tomb</p> <p>Letter/Telegram/1st person recount - Howard Carter</p> <p>Description of desert landscape</p>	<p>Revision – extended writing practice of all forms</p> <p>Recount – 1st person perspective</p> <p>Explanation</p> <p>Persuasion</p> <p>Report</p> <p>Description</p> <p>Commentary</p> <p>Story</p> <p>Non-chronological reports -deserts</p>	<p>Playscript – Shakespeare play</p> <p>Speech writing – Once more unto the breach</p> <p>Descriptive writing – Macbeth</p> <p>Brochure on theatres – fact sheet</p>
Sentence Level <i>(Vocabulary, Grammar and Punctuation)</i>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; causal connectives; technical vocabulary</p> <p>Use of the semi-colon, colon to mark boundary between independent clauses. Use of colon to introduce a list and use of semi-colons within a list</p> <p>How hypens can be used to avoid ambiguity</p>	<p>Use of precise punctuation to avoid ambiguity eg comma placement</p> <p>synonyms and antonyms</p> <p>Development of age-appropriate vocabulary</p> <p>Use of accurate speech punctuation</p> <p>Use of parenthesis and relative clauses</p>	<p>The difference between the formal and informal vocabulary in spoken and written language</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (Standard and non-Standard English)</p> <p>Use of subjunctive forms in some very formal writing and speech</p> <p>Punctuation of bullet points to list information</p>	<p>Layout devices</p> <p>Non-chronological report</p>	<p>Precise form relating to syllable count (speech)</p> <p>Comparison statements</p>	

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<p style="text-align: center;">Word Level <i>(Spelling)</i></p>	<p>Revise the use of the hyphen <i>able, ible</i></p> <p><i>ei</i> after <i>c</i> words, e.g., receive, perceive</p> <p>Word endings which sound like <i>shus</i>, e.g., <i>cious</i> or <i>tious</i></p> <p>Proof in smaller chunks, e.g., sentences and paragraphs</p>	<p>Homophones: <i>advice/advise; device/devise; licence/license; practice/practise; prophecy/prophesy</i></p> <p>Adding suffixes beginning with a vowel</p> <p>Words ending in <i>fer</i></p> <p>Proof in smaller chunks, e.g., sentences and paragraphs</p>	<p>Words containing the letter string, e.g., <i>ough</i></p> <p>Revise the apostrophe for contraction and possession</p> <p>Revise words with silent letters</p> <p>Proof reading someone else's writing; note strategies which help in spelling journal/log</p>	<p>Endings that sound like <i>shul</i>, e.g., official, essential</p> <p>Homophones: compliment/complement, desert/dessert, principle/principal, prophet/profit, stationary/stationery</p> <p>Proof reading someone else's writing; note strategies which help in spelling journal/log</p>	<p>Spelling strategies at the point of writing</p> <p>Revise words with rare GPCs from Yr5/6 word list, e.g., bruise, guarantee, queue, immediately, vehicle, yacht</p> <p>Embedding proof reading strategies when reviewing own writing independently</p>	<p>Words ending in <i>ant, ance/ancy, ent, ence/ency</i></p> <p>Homophones: draught/draft; dissent/descent; proceed/precede</p> <p>Embedding proof reading strategies when reviewing own writing independently</p>
<p style="text-align: center;">Reading <i>(Word reading and Comprehension)</i></p>	<p>Use of VIPERS for question focus points (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise) and use of Point, Evidence, Explanation in Reading Comprehension throughout the year. Use of Higher Order questioning to practise development of answers and citation of evidence to support points made.</p> <p>Fictional text: Mystery stories Explanation texts models Perspective narrative models Recounts: Diary entries/spoken commentary (Volcanoes) Biographical texts Balanced discussion texts Non-chronological reports Reflective poetry</p>					
<p style="text-align: center;">Guided Reading</p>	<p>Goodnight Mr Tom (HA) Carrie's War (MA) x 2 Friend or Foe (LA)</p>		<p>Cogheart Class Book</p>		<p>Analysis of text excerpts and poetry SATs paper analysis</p>	<p>Shakespeare (Macbeth, Henry V)</p>
<p style="text-align: center;">Spoken Language</p>	<p>Pupils should be taught to 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</p>					