

# Year 6 Scheme of Work – Literacy

## Term 1.1 – 7 weeks

### Spellings:

week 2	week 3	week 4	week 5	week 6	week 7
<b>Rule 1:</b>	<b>Rule 2:</b>	<b>Rule 3:</b>	<b>Rule 4:</b>	<b>Rule 5:</b>	<b>Rule 6:</b>
'ie' or 'ei' after 'c'	Words ending with 'ly'	'r' comes before 'e' when the sound is 'ee'	endings 'cial'	homophones	Words with silent letters
ceiling	magnificently	believable	official	advice	ghastly
conceit	immediately	unbelievable	special	advise	schedule
perceive	monotonously	mischievous	artificial	device	knowledge
receive	beautifully	achievable	antisocial	devise	wrinkled
receipt	wastefully	retrievable	beneficial	licence	answer
believe	separately	believing	commercial	license	doubt
belief	accurately	receipt	financial	practice	guarantee
brief	thoroughly	receive	crucial	practise	rhinoceros
chief	dangerously	receiving	facial	peace	rhythm
niece	fantastically	deceitful	superficial	piece	fascinated

### Handwriting:

week 1- Style for speed: crossbar join from t: th, ti,  
 week 2- Style for speed: crossbar join from t: tr, ta, tt  
 week 3- Style for speed: looping from g: ga, gg  
 week 4- Style for speed: looping from g: gl, gi, gr,  
 week 5- Style for speed: looping from j and y: je, jo,  
 week 6- Style for speed: looping from j and y: ye, yr, yo  
 week 7- Style for speed: looping from f

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<b>6.1a Slam Poetry T4W</b>  <b>Required text:</b> You wait till I'm older than you by Michael Rosen The Works and Read Me collections	4	<p><b>- Imitation and reading as a reader/writer</b></p> <p><b>Week 1</b></p> <p>L1- Hook the class and talk the text with story map            L2 - Grammar focus – apostrophes in contraction /divide class to group talk the text each sentence</p> <p><b>Reading as a Reader</b></p> <p>L3-Compare reading a poem and listening to a poem – watch video and discuss intonation and voice - annotate features of the poem and voice/informal language            L4- comprehension activity based on the text – go over story map            L5- grammar focus - punctuating dialogue poem - compare two poem/language, structure - venn diagram and recommend a poem to their friends the poem</p> <p><b>Week 2</b></p> <p><b>Reading as a Writer</b></p> <p>L1 warm up activity involving a vocabulary from the model – semantic meanings and morphology work.            L2- Write short bursts using the model through shared writing - add in a missing paragraph from the text in the style of the model.</p>	<p>-Maintain positive attitudes to reading and understanding of what they read (and listen to) by:</p> <p>- continuing to read and discuss an increasingly wide range of poetry – <b>comparing pomes and recommendation</b></p> <p>- identifying and discussing themes across a range of texts – <b>compare Venn diagram on language and structure on both poems</b></p> <p>-recommending poems to their peers</p> <p>-use further prefixes and suffixes and understand the guidelines for adding them</p>	<p>Plan their writing by:</p> <p>- using similar texts as models for their own writing -<b>talk the text</b></p> <p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan their writing by:</p> <p><b>Draft and write by:</b></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -<b>shared writing/maggie words/word and sentence play</b></p> <p><b>Evaluate and edit by:</b></p> <p><b>a. assessing the effectiveness of their own and others' writing -peer and self-assessment using checklist</b></p> <p>- proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning – <b>suggestions from peer</b></p>	<p>-Pupils should be taught to:</p> <p>- listen and respond appropriately</p> <p>- articulate and justify opinions- <b>recommendation of poem and why</b></p> <p>-use relevant strategies to build their vocabulary – word play/maggie/semantic meaning</p> <p>-speak audibly and fluently - <b>talk the text</b></p> <p>- participate in performances – talk the text and performance</p> <p>- gain, maintain and monitor the interest of the listener(s) – <b>intonation, voice</b></p> <p>l. select and use appropriate registers</p>	<p>- colourful semantics</p> <p>- Graphic organisers</p> <p>- voice recorder</p> <p>- alphabet arc</p> <p>- strategy wall</p> <p>- text to type</p>

## Year 6 Scheme of Work – Literacy

		<p>L3-talk the text –shared writing, box up the poem as a class –what happens in each part of the poem L2 shared writing, find examples of the skills/features in the model text and plan alternative version in the style of the poem L4-magpieing words - <b>Play word games to develop vocabulary and spelling skills - linked to the model text and alternative</b> L4- Grammar focus– adding suffixes words into different types - continue box it up and changing</p> <p><b>Week 3 - 4 Implementation –</b> L1- L5-continue changing the poem on sentence and word level -box it up L2- Talk the text – make new story map/boxed up version to say the new version of the text? L3-shared writing, using plan to begin 1<sup>st</sup> draft – L4- <b>(look at a child’s draft and discuss highlight good things happening in the class )</b> L5- 1st draft, self-assessment/peer assessment,</p> <p>Week 4- 2<sup>nd</sup> draft and final- perform slam poetry to the class focusing on voice and intonation.</p>		<p>-ensuring the consistent and correct use of tense -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 &amp; volume so meaning is clear</p> <p><b>Grammar Focus</b> Indicate grammatical and other features by: -using commas to clarify meaning in writing Use and understand grammatical terminology</p>		
<p><b>6.1b</b> Argument and debate</p> <p>Required text: CCTV cameras should/should not be installed in all classrooms in the UK</p>	<p>3</p>	<p><b>Week 1</b> - List key features of a spoken or written argument. Read and list the main points on one side of a written argument Compare with opposing points in the argument. - Identify language features used in argument text. And annotate features/vocabulary/structure- language features used, e.g. opinions presented as facts, emotive and/or powerful language and rhetorical questions - <b>Grammar focus</b> - Use bullet points, colons and semi-colons as appropriate. Rank arguments and counter arguments in order of importance. - grammar focus – cohesion and adverbials - <b>brainstorm list of adverbials and shared writing to construct sentences</b></p> <p><b>Week 2 – List reasons for and against a debate topic- Role play - Split chn into pairs and assign each pair either for and against and rehearse how a debate works</b> - Discuss using the Internet safely- Research information about their chosen debate topic using the Internet Make notes- to support either for or against arguments - go over features/language and structure - plan writing their own debate - provide different planning organiser</p>	<p>-Understand what they read by: -summarising the main ideas and identifying key details - <b>features and annotation</b> -Retrieve, record and present information from non-fiction - <b>use internet</b> Explain/discuss their understanding of what they have read Understand what they read by: -Provide reasoned justifications for their views</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic</p> <p>- use dictionaries to check the spelling and meaning of words – <b>semantic and morphology activity</b></p>	<p>- Plan their writing by: -using other similar writing as models for their own - 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</p> <p>Draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - précising longer passages -using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: - assessing the effectiveness of their own and others’ writing</p>	<p>- Pupils should be taught to: -listen and respond appropriately - participate in discussions</p> <p>- maintain attention and participate actively in collaborative conversations -speak audibly and fluently with an increasing command of Standard English -participate in debates j. gain and maintain the interest of listeners- consider and evaluate different viewpoints - select and use appropriate registers</p>	<p>- <b>colourful semantics</b></p> <p>- <b>Graphic organisers</b></p> <p>- <b>voice recorder</b></p> <p>- <b>alphabet arc</b> - <b>strategy wall</b> - <b>text to type</b></p>

# Year 6 Scheme of Work – Literacy

	<p>- Play word and sentence activity using semantic and morphology – use thesaurus to find alternative words - shared writing on sentence level.</p> <p><b>Week 3</b> - Work independently or in pairs to plan and write a written argument text.</p> <p>-Apply conventions of argument in writing.</p> <p>-Use adverbials for cohesion.</p> <p>. Edit and redraft their argument text.</p> <p>- Give positive feedback to a partner - <b>Revise how to proofread and edit writing, noting grammar focuses and any specific targets relevant to the class - Model improving one of the pieces of writing</b></p> <p>- Evaluate their own argument text.</p> <p>-Present writing in a formal debate to the class</p>	<p>-use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary – <b>use thesaurus</b></p>	<p>-proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>Proof read for spelling and punctuation errors</p> <p>Grammar Focus</p> <p>- use semi-colons or colons (Y6)</p> <p>-use a colon to intro a list (Y6)</p> <p>-punctuate bullet points (Y6)</p> <p>-learn the grammar for years 5 and 6 in English:</p> <p>-Linking ideas ... using adverbials of time, place and number (Y5)</p> <p>Devices to build cohesion (Y5)</p> <p>- learn the grammar for years 5 and 6 in English</p> <p>-Devices to build cohesion (Y5)</p>		
--	---	--	---	--	--

## Term 1.2 – 7 weeks

### Spellings:

Week 1	week 2	week 3	week 4	week 5	week 6	week 7
Rule 7:	Rule 8:	Rule 9:	Rule 10:	Rule 11:	Rule 12:	Rule 13:
'tion' sounds like 'shun'	tial'	'ight' sounds like 'ite' or 'ate'	suffix 'able'?	suffiz 'ible'	'ough'	Soft 'c'
observation	partial	lighthouse	noticeable	responsible	rough	necessary
declaration	confidential	nightmare	manageable	edible	trough	decision
destruction	essential	knight	justifiable	permissible	throughout	circumference
repetition	substantial	tighten	understandable	unbelievable	thorough	circular
correction	torrential	blight	profitable	invisible	bough	miscellaneous
extinction	confidential	slightly	available	visible	thoroughly	fascinate
rotation	impartial	frightened	breakable	permissible	thoughtful	licence
organisation	initial	delightful	debatable	flexible	although	pronounce
demonstration	influential	eighty	knowledgeable	tangible	wrought	circumstances
competition	residential	sightseer			drought	tricycle

### Handwriting:

Week 1 - Style for speed: different joins to s  
 Week 2 - Style for speed: looping from b  
 Week 3 - Style for speed: joining from v, w,  
 Week 4 - Style for speed: joining from , x and z  
 Week 5 – Handwriting for different purposes – note making  
 Week 6 - Handwriting for different purposes: neat writing  
 Week 7 – personal style

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
------	------------	------------	------------------	-------------------------------	----------------------------	-----------------

# Year 6 Scheme of Work – Literacy

<p>6.2a Classic Fiction – (T4W)</p> <p>Required texts: The Jungle Book, Just So Stories – Rudyard Kip a message arrives from a character in a story ling</p>	<p>4</p>	<p><b>Week1 – Imitation</b> L1-Hook the class –chn complete a whale drawing– discuss features of whales and distinctive features - story map - talk the text L2-Word Aware - Talk the text - create own story maps for remaining text L3-Grammar focus- Use embedded relative clauses to give clues to character -talk the text L4-grammar focus – Write a description of a new character, including relative clauses - talk the text L5-talk the text – Cold task -chn write their own version of how the whale got the got his throat or other just so stories.</p> <p><b>Week 2 - Reading as a Reader</b> L1-provide the text and identifying how language (best beloved, anthropomorphic animal, overly formalised language, hyphens, style and themes /story structure - create concept map – compare how the whale got his throat and how the rhino got his skin – Venn diagram. <b>Reading as a Writer</b> L2-select sentences from the text to analysed and use as cues on the toolkit and chn create sentences using the model text as an example - L3-annotate the model text and write in the style of the model text in quick short burst using the magpie features toolkit. L4- revise compound and complex sentences, conjunctions and subordinate clauses - creating outrageous sentences using a range of conjunctions and subordinate clauses. L5 -talk the text and summarise main parts, Grammar focus- read how the camel got his hump and focus on relative clauses, sentence play – change well known story sentences using relative clause.</p> <p><b>Week 3 - Innovation</b> L1- Ask chn to pick from the <b>Just So Stories</b> (any of 3 read so far, or 'Old Man Kangaroo' would work well). They reread it, picking out main characters, settings and events. Chn produce a story map offering a different points of view could differ. L2- box up a new version of the text through <b>shared writing and students plan the beginning of their story</b> L3 -. Warm up activity vocabulary from the model text - morphology and semantic – discuss moral in Kiplings stories – chn come up with morals of their chosen character - continue box up middle of story L4-. Talk the text – box it up alternative version of the story using model text – end. - talk through plans with partner, - peer and self assessment</p>	<p>-Pupils should be taught to: Maintain positive attitudes to reading and understanding of what they read by: -increasing their familiarity with a wide range of books, including fiction from our literary heritage, and from other cultures/traditions -Provide reasoned justifications for their views – <b>commenting on jungle book and justifying views</b></p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader – <b>humorous language/formal language/formalised language</b></p> <p>Understand what they read by: c. drawing inferences and justifying these with evidence from the text</p> <p>Maintain positive attitudes to reading and understanding of what they read by: - identifying and discussing themes and conventions in and across a wide range of writing - <b>comparing and contract different stories - venn diagram</b> -making comparisons within and across books - <b>comparing and contract different stories - venn diagram</b> Understand what they read by: -predicting what might happen from details stated and implied -summarising main ideas drawn from more than one paragraph, identify key details to support the main ideas - <b>summarise main parts of the story</b> -identifying how language, structure, presentation contribute to meaning - <b>reading as a reader/writer</b></p>	<p>Plan their writing by: <b>innovation</b> -considering how authors have developed characters – <b>comparing different text</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own -noting and developing initial ideas, drawing on reading and research where necessary - <b>analysing the text</b> Draft and write by: - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning – <b>implementation</b> Evaluate and edit by: - -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</p> <p>Grammar focus: Y3/4 Indicate grammatical and other features by using and punctuating direct speech - extending the range of sentences with more than one clause by using a wider range of conjunctions - using relative clauses beginning with who, which, where, why, whose, that or with an implied relative pronoun -.</p>	<p>Pupils should be taught to: - listen and respond appropriately -use spoken language to develop understanding - articulate and justify opinions -consider different viewpoints Pupils should be taught to: -maintain attention and participate actively in collaborative conversations -use spoken language to explore ideas -listen appropriately -give well-structured narratives for different purposes</p>	<p>-colourful semantics,  -graphic organiser  -ELKLAN questions Modelling  -role play  -concept map</p>
--	----------	---	---	---	--	---

## Year 6 Scheme of Work – Literacy

		<p>L5- shared writing on each section of the story, magpie words and phrases- beginning opening  <b>Week 4 - Implementation</b>  <b>L1</b> — shared writing on each section of the story, magpie words and phrases- middle          –L2- shared writing on each section of the story, magpie words and phrases- end opening          L3- Create a class checklist to support writing and self-assessment – shared writing and edit 1<sup>st</sup> draft.          L4- based on teacher feedback edit first draft and write in book write book.          L5- recap grammar and punctuation – continue big write</p>				
<p><b>Blogs and Reports</b></p>	<p>2</p>	<p>Week 1          L1 - Identify features of informal writing in blogs          L2 -Distinguishing between the active and passive voices          L3 - Identify and use the active and passive voice.          L4 -Identify degrees of formality in online texts          L5 - Answer questions about an online article</p> <p>Week 2          L1- Word Aware          L2-Recognising and using two forms of the subjunctive – and write using the subjunctive form.          L3- Plan and draft more formal blog entries          L4 -Write an informal blog post  <b>L5 -Write and edit more formal blog entries</b></p>	<p>Comprehension:          -Identify/discuss themes/conventions in and across a wide range of writing;          Make comparisons in and across texts;          Identify how language, structure and presentation contribute to meaning;          Discuss and evaluate how authors use language, considering the impact on the reader.          - Explain and discuss their understanding of what they have read;          Provide reasoned justifications for their views.          - Checking that the text makes sense to them. Asking questions to improve their understanding. Discuss and evaluate how authors use language.</p>	<p><b>Composition</b> Identify audience and purpose for writing, selecting appropriate form. Note and develop initial ideas, drawing on reading /research where necessary.          - Note/develop initial ideas; Draft by selecting appropriate grammar and vocabulary; Ensure the consistent and correct use of tense throughout a piece of writing.          -Identifying the audience for and purpose of the writing; noting and developing initial ideas; selecting appropriate grammar and vocabulary.  <b>Grammar</b> Use passive verbs 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; the use of subjunctive forms.          - Recognise vocabulary and structures appropriate for formal writing; Use relative clauses; Use commas as appropriate to clarify meaning.          -Identify /discuss themes/conventions in and across a wide range of writing;          Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction</p>	<p>L1- <b>Spoken Language:</b> Listen and respond appropriately to their peers. Ask relevant questions</p>	<p>-colourful semantics,          -graphic organiser          -ELKLAN questions Modelling          -role play          -concept map</p>

# Year 6 Scheme of Work – Literacy

				<p>texts; Explain and discuss their understanding of what they have read; Provide reasoned justifications for their views.</p> <p>-Ask questions to improve understanding; Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction texts; Explain and discuss their understanding of what they have read; Provide reasoned justifications for their views.</p>		
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> <li>1. A fiction/poetry opportunity</li> <li>2. A non-fiction opportunity</li> </ol> <p>Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction:</p> <ul style="list-style-type: none"> <li>- Write a playscript of your favourite story .....</li> <li>-tell me a story - Twinkle</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>- Write poem about seaside - storm poem- Link to Art</li> </ul> <p>Non-fiction:</p> <ul style="list-style-type: none"> <li>- Write an information text about the census -link to history.</li> </ul> <p>Personal: Recount of school trip/holiday</p>			
<b>Term 2.1 – 6 weeks</b>						
<b>Spellings:</b>				<b>Handwriting:</b>		
				<p>Week 1 – Different styles of writing</p> <p>Week 2 – practising personal style</p> <p>Week 3 – Handwriting for different purposes: presentation</p> <p>Week 4: - Handwriting for different purposes: annotations</p> <p>Week 5: - Handwriting for different purposes: abbreviation</p> <p>Week 6: choice of handwriting tools</p>		

# Year 6 Scheme of Work – Literacy

week 1	week 2	week 3	week 4	week 5	week 6
<b>Rule 1:</b>	<b>Rule 2:</b>	<b>Rule 3:</b>	<b>Rule 4:</b>	<b>Rule 5:</b>	<b>Rule 6:</b>
<b>Double consonants</b>	<b>'en' or 'on'</b>	ending in -ance/-ancy	<b>Soft 'g'</b>	<b>Science spellings</b>	<b>'dis' words</b>
embarrass	strengthen	observance	engineer	solution	distinguished
jewellery	lesson	expectancy	Egyptian	conductor	distressed
accommodation	moisten	expectancy	magician	insulator	disagreement
recommend	common	tolerance	privilege	bacteria	dissatisfaction
aggressive	season	performance	margarine	arteries	discourteous
accuracy	python	disturbance	illegible	soluble	disappointment
anniversary	patron	redundancy	refrigerator	insoluble	discontinuous
occurred	burden	arrogancy	messenger	dissolve	dissimilarity
committee	prison	relevancy	exaggerate	evaporate	discretion
possession	champion	infancy	logical	temperature	disorganised

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<b>6.3a</b> <b>Non-fiction 1B:</b> <b>Persuasive writing -</b>  <b>Required Text: Tin Forest, The Great Kapok Tree</b>	3	<p>Week1 – Imitation</p> <p>L1-Hook the class -provide chn objects and they have to persuade their group to purchase the object – perform the story map</p> <p>L2- Point out some of the expanded noun phrases used in <b>The Tin Forest</b> &amp; discuss - Cold task – chn write a letter to persuade their friend to buy the object from yesterday.</p> <p>L3- talk the text with actions - Grammar modal verbs sentences and word aware</p> <p>L4- - Read some texts (letters. -Mr Upsett, articles or posters) designed to persuade us to recycle, preferably from the local newspaper, 'green' magazines, the local council, etc – Identify features in a text designed to engage and entertain the reader</p> <p><b>Reading as a Reader</b></p> <p>L5- Grammar -Rhetorical questions - read The Great Kapok Tree and children to write a book review to persuade others to read the book.</p> <p>Week 2 - Reading as a Reader and writer</p> <p>L1- Grammar - Connectives used in formal persuasive text - Identify features of a persuasive poster</p> <p>L2- write a toolkit with the children. Tool kits in magpie books/literacy books. Find examples of the features in the toolkit - chn Pick as skill from the toolkit, explore it, learn it and use it in some short burst writing inspired by the model</p> <p>L3 - Design and create a poster about recycling, reusing and/or reducing</p> <p>L4- debate – should the council enforce a recycling policy</p>	<ul style="list-style-type: none"> <li>- increasing their familiarity with a range of books</li> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>- identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>-Participate in discussions about books structured in different ways</li> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>- checking that the text makes sense to them</li> <li>-asking questions to improve their understanding</li> </ul> </li> <li>-Discuss and evaluate how authors use language</li> <li>-use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Participate in discussions about books that are read to them</li> <li>-Provide reasoned justifications for their views</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-using other similar writing as models</li> <li>-using further organisational and presentational devices to structure text selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>. identifying the audience for and purpose of the writing, using other similar writing as a model</li> <li>-assessing the effectiveness of their own &amp; others' writing</li> </ul> <p>selecting appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using other similar writing as models for their own</li> <li>-noting and developing initial ideas</li> <li>- in writing narratives, considering how authors have developed ideas</li> </ul>	<ul style="list-style-type: none"> <li>- a. listen appropriately to adults and their peers</li> <li>-use spoken language to explore ideas</li> <li>- participate in discussions</li> <li>- maintain attention and participate actively in collaborative conversations</li> </ul>	<ul style="list-style-type: none"> <li>- colourful semantics,</li> <li>-graphic organiser</li> <li>-ELKLAN questions</li> <li>Modelling</li> <li>-role play</li> <li>-concept map</li> </ul>

## Year 6 Scheme of Work – Literacy

		<p>L5-- Show them the letter from Mrs Upsett to see how that is written in paragraphs and uses formal language/informal language (contractions) - class shared writing – intro and problem (use the five fingers as a box it up for the plan)</p> <p>Week 3 Innovation: L1- word aware - shared writing – continue box it up - L2- Complete box it up and SA/PA L3—grammar recap – rhetorical questions - Shared writing -begin first draft L4- complete first draft and peer assessment L5- Display a child’s text for reading as a writer activity – what tools are they using from the toolkit? Highlight good things happening in the first draft – go over teacher feedback and complete BIG WRITE.</p>		<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation</li> <li>-Proof-read for spelling and punctuation errors</li> </ul> <p>-choose the writing implement best suited to the task</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing.</li> <li>- using modal verbs</li> <li>-Use and understand the grammatical terminology</li> <li>-recognising vocabulary and structures that are appropriate for formal speech and writing</li> </ul>		
<p>6.3b Free form poems</p> <p>Required text: Fire and Ice, The School Bell</p>	<p>2</p>	<p><b>Week 1</b> L1- Make powerful word choices. Chn use the online thesaurus (<a href="http://www.thesaurus.com/">http://www.thesaurus.com/</a>) and collect lists of adjectives, verbs and adverbs. L2- Identify the mood of an image and use this to create a ‘visual poem’ using photography - Chn describe images and identify words that describe the mood of an image L3- Recite poetry by heart with expression and gestures. Chn learn to recite the poem, Fire and Ice, one line at a time, working together. L4- Chn create their own sentences using expanded noun phrases containing adjectives or prepositional phrases. L5- In pairs, chn are given post-it notes, and asked to write personification statements on objects around the classroom or school.</p> <p><b>Week 2</b> L1- Chn discuss and look up synonyms for words to find the most powerful adjectives, verbs and adverbs which will enhance their poems- Using the poem, ‘The school bell’ as a starting point, ask chn to create their own examples for each category of the steps to success linked to the idea that the school is a monster that swallows children</p>	<ul style="list-style-type: none"> <li>- Continue to discuss a range of poems</li> <li>- Learn a wide range of poems by heart</li> <li>-Prepare poems to read aloud or perform showing understanding through intonation, tone and volume</li> <li>Understand what they read</li> <li>- Identify how language structure and presentation contribute to meaning</li> <li>Discuss and evaluate how poets use language, incl. figurative language.</li> <li>-Discuss a wide range of poetry</li> <li>-Ask questions to improve their understanding</li> <li>-Provide reasons for their views</li> </ul> <p>-Develop a knowledge of new vocabulary to read aloud and also to understand the meaning. Develop a knowledge of root words, suffixes and prefixes.</p>	<ul style="list-style-type: none"> <li>- Note and develop initial ideas</li> <li>Write: a. Select appropriate grammar and vocabulary</li> <li>Identify audience for the writing, select appropriate form and use other similar writing as models.</li> <li>- Develop initial ideas</li> <li>-Select appropriate grammar and vocab., understanding how such choices can change and enhance meaning</li> </ul> <p>-Assess effectiveness of own and others’ writing -Propose changes to grammar and vocabulary -Proof-read for punctuation and spelling -Perform own and other’s work using appropriate intonation, expression and volume.</p>	<ul style="list-style-type: none"> <li>- Speak audibly and fluently with an increasing command of standard English</li> <li>-Participate in discussions and performances</li> <li>-Gain and maintain the interest of the listeners</li> <li>-Select and use appropriate registers for communication</li> </ul> <p>Maintain attention and participate actively in collaborative conversations -Use spoken language to develop understanding through exploring ideas - Participate in performances</p>	



# Year 6 Scheme of Work – Literacy

		<p>L2- Chn look at five examples of onomatopoeia, and develop their own definition of what the word means as a starter activity</p> <p>L3- Look at the impact of nouns in a sentence and introduce kennings- Chn continue writing their poems. Remind chn of the features we have discussed, e.g. rhyme, alliteration and assonance.</p> <p>L4- Edit and improve free-form verse of their own, drawing on features learned</p> <p>L5- Perform their own or other’s poems</p> <p>Chn rehearse their own poem, reading it out loud. If some chn prefer not to perform their poem, they may elect to work with a friend and help them perform theirs.</p>		-Distinguish between the language of speech and writing and choose the most appropriate register		
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> <li>1. A fiction/poetry opportunity</li> <li>2. A non-fiction opportunity</li> </ol> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: - Write an alternative ending to the Railway children or the Night bus hero. -tell me a story - Twinkle</p> <p>Poetry - Write poem about food- Link to DT</p> <p>Non-fiction: - Write a report about Ancient Greece – links to history</p> <p>Personal: Recount of school trip/holiday</p>			

## Term 2.2 – 6 weeks

### Spellings:

week 1	week 2	week 3	week 4	week 5	week 6
<b>Rule 7:</b> Mixture of Spellings	<b>Rule 8:</b> ending in -ence	<b>Rule 9:</b> ending in ency	<b>Rule 10:</b> 'que'	<b>Rule 11:</b> 'sign'	<b>Rule 12:</b> 'ph' sounds like 'f'
successful	innocence	obediency	bouquet	assignation	amphibian
interesting	obediency	tendency	conqueror	consignment	apostrophe
required	preference	fluency	consequently	designated	hyphen
frequently	confidence	leniency	delinquent	insignia	pharmacy
unusual	silence	urgency	eloquence	insignificant	pheasant
particularly	essence	currency	equestrian	reassigned	phoenix
developed	sequence	decency	grotesque	resignation	physical
purpose	experience	absorbency	subsequent	resignedly	prophet
carriages	reference	emergency	technique	significance	symphony
actually	audience	efficiency	unique	significantly	typhoon

### Handwriting:

Week 1: increasing speed and fluency: dictation  
 Week 2: increasing speed and fluency: dictation  
 Week 3: increasing speed and fluency: dictation  
 Week 4 -increasing speed and fluency: dictation  
 Week 5 - increasing speed and fluency: dictation  
 Week 6 – handwriting style for: quick notes

# Year 6 Scheme of Work – Literacy

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p>6.4a</p> <p>Modern Classic Fiction 2B: Betsy Byers (T4W)</p> <p>The Eighteenth Emergency</p>	4	<p><b>Imitation</b></p> <p>Week1 –            L1-Hook the class – put nasty comments on children’s chair as they come in the school – ch read the comments - discuss how did this make them feel? What genre are we covering this half term - talk the text with actions and gestures.            L2- perform the story map with gestures and actions- Cold task - Pupils should spend 10- 15 minutes writing the beginning of a story about Bobo. (remind chn of year 5 Wonder story and cloud busting)            L3- Talk the text with actions - Use inference and deduction skills- Chn write a list (see main class teaching) of the characteristics of Merv Hammerman (the school bully) and draw a picture of him.            L4-Grammar - complex sentences – children perform sections of the story eighteenth emergency and create a story map summary of eighteenth emergency.            L5 - Fronted adverbials with correct comma through freeze frame – word aware</p> <p>Week 2 - Reading as a Reader/writer            L1- Reading comprehension activities linked with the model – literal and inferential questions; ask questions about the text pick out key words/phrases/ideas and explore meaning.            L2- Shared writing – annotate the model text for features and structure and write a toolkit with the children - Pick a skill from the toolkit, explore it, learn it and use it in some short burst writing inspired by the story            L3- Strip the story back to the ‘barebones’ (essential, key events, ‘the gist’) of the story –discuss write Mouses feelings – write mouses diary            L4 - Play ‘Emergency’ siren noise (resource). Ask pupils can they remember any of the 17 emergencies planned for by Benjie and Ezzie? – give children different emergency scenarios and children need to orally plan a solution and write the plan in the style of the model text or author.            L5 - verbs that could be used to best fit the actions of the character Mouse (Benjie) and think of verbs that could be used for the bully character Merv. - To use modifiers, intensifiers and mitigators. To use adverbs to modify verbs</p> <p>Week 3 – Innovation            L1 - Children role play how they would confront a school bully-) a story map is created, that can then be turned into a story.</p>	<p>-Ask questions to improve understanding            -Draw inferences such as inferring characters’ feelings, thoughts, motives from their actions, and justify with evidence.            -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            -Ask questions to improve understanding            -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            -Identify how presentation contributes to meaning when preparing something for presentation.            -(iii) Increase familiarity with a wide range of books, incl. modern fiction.            (i) Check that the book makes sense, discussing understanding            - Provide reasoned justifications for views            Identify verbs.            Apply growing knowledge of root words and suffixes (-ed) and morphology and etymology to understand word meaning            -Use relevant strategies to build their vocabulary            -Apply their growing knowledge of a wide variety of words, including using etymology, to understand meaning of new words.</p>	<p>- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action            -In narratives, describe settings, characters and atmosphere            -Note and develop initial ideas            -Use organisational devices to structure text            -In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.            -Propose changes to grammar to enhance effects and clarify meaning.            -Use adverbials to add detail and build cohesion between and across paragraphs.            Use commas to clarify meaning or avoid ambiguity in writing (from grammar and punctuation objectives).            - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action            -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning            -Noting and developing initial ideas, drawing on reading and research            - In writing narrative, consider how authors have developed characters and settings            -Describe settings, characters and atmosphere            -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning            -Ensure correct subject &amp; verb agreement, making good choices of verbs</p>	<p>-Use relevant strategies to built their vocabulary            -Give well-structured narratives to summarise            -Participate actively in collaborative conversation            - Participate in improvisations</p>	<p>colourful semantics,            -graphic organiser            -ELKLAN questions Modelling            -role play            -concept map</p>

## Year 6 Scheme of Work – Literacy

		<p>L2- warm up involving a sentence pattern or vocabulary from the model fronted adverbials) – explain that we will use the emergency model text and write an alternative version for chapter 8 and 9 on how to confront the bully –shared writing box it up (Characters, Setting, Emergency, Solution, Ending). L3- Recognise and use fronted adverbials and modal verbs in own writing - shared writing for the emergency - continue box it up. L4 - Look at a dull piece (not by a child in your class!) – improve –shared writing - chn work on first draft L5 - Display a child’s text for reading as a writer activity – what tools are they using from the toolkit? Highlight good things happening in the class – continue shared writing and first draft –</p> <p>Week 4 L1- Go over teacher feedback and edit writing according to this. L2- Begin final draft on Big write L3 -Word Aware- continue final draft L4- chn perform their 18<sup>th</sup> emergency to the class. L5- Recap grammar taught – class reading</p>		<p>-Assess the effectiveness of their own and others’ writing -Propose changes to grammar, vocab and punctuation to clarify and enhance meaning.</p> <p>Grammar - Use expanded noun phrases and adverbials to add detail and link ideas within paragraphs. -Use commas to clarify meaning or avoid ambiguity in writing. -Indicate degrees of possibility by using adverbs or modal verbs. Look at the infinitive form of a verb, and the split infinitive. -Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs -Use commas to clarify meaning or avoid ambiguity in writing</p>		
<p><i>Poetry for transition</i>  <i>You are awesome</i></p>	<p>1</p>	<p>L1- Discuss poetry about special or significant objects L2- Use observation and discussion to inspire impactful notes L3- Shaping notes into poetry about the children’s significant objects L4- Develop powerful images of identity layers to prepare for poem writing L5- Revise and produce a polished version of their poems for publication.</p>	<p>- Read and discuss an increasingly wide range of poetry; Identify and discuss themes and conventions; Identify how language, structure and presentation contribute to meaning.</p>	<p>- Note and develop initial ideas; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  - Use other similar writing as models for their own; Note and develop initial ideas; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings, characters and atmosphere.</p>	<p>- Listen and respond appropriately to adults and their peers; Use relevant strategies to build their vocabulary; Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations; Use relevant strategies to build their vocabulary; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>- colourful semantics,  -graphic organiser  -ELKLAN questions Modelling  -role play  -concept map</p>
<p>Extended writing</p>	<p>1</p>	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities: 1. A fiction/poetry opportunity</p>	<p>Fiction: - change little red riding hood to a modern text -tell me a story - Twinkle</p> <p>Poetry</p>			

## Year 6 Scheme of Work – Literacy

	<p>2. A non-fiction opportunity</p> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>- writing poetry self portraits- link to transition</p> <p>Non-fiction:</p> <p>- Write a biography about Claude Monet– links to art</p> <p>Personal: Recount of school trip/holiday</p>			
--	---	--	--	--	--

### Term 3.1 – 5 weeks

#### Spellings:

week 1	week 2	week 3	week 4	week 5	week 6
<b>Rule 1:</b>	<b>Rule 2:</b>	<b>Rule 3:</b>	<b>Rule 4:</b>	<b>Rule 5:</b>	<b>SATs</b>
'cian' means expert	'ure'	adding suffix to 'fer'	Tricky words	Prefixes	
dietician	assurance	referring	necessary	aerodynamic	
obstetrician	azure	referred	occasion	microscope	
paediatrician	venture	referral	xylophone	bisect	
statistician	conjure	preferring	parallel	Aquarius	
tactician	acupuncture	preferred	restaurant	autobiography	
physician	agriculture	transferring	separate	audition	
technician	allure	transferred	camouflage	transplant	
clinician	aperture	preference	nuisance	millennium	
mathematician	architecture	referee	business	tricycle	
politician	caricature	transference	tongue	circumference	

#### Handwriting:

Week 5 – handwriting style for: letter

Week 6 – handwriting style for: final draft

Week 1 –unjoined writing style for: labelling a diagram

Week 2 –unjoined writing style for: writing an email address

Week 3 –unjoined writing style for: filling in a form (oyster card)

Week 4 –unjoined writing style for: capital letters.

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p>6.5a Poet Study: Emily Dickinson</p> <p>Required text: selected Dickinson's poems, included in resources</p>	3	<p><b>Imitation</b></p> <p>Week1 –</p> <p>L1-Hook the class – talk the text of (the moon was but a chain of gold)</p> <p>L2- perform the story map with gestures and actions - cold task to write a poem</p> <p>L3- talk the text with actions – discuss personification in the poem and Use drama to explore personification – Freeze frame.</p> <p>L4- Word aware - Perform the story map with actions and gestures – read A Bird came down the Walk Identify word classes - Use Word Class Challenge to revise grammar terminology.</p> <p>L5-Grammar – Read &amp; identify expanded noun phrases – Read 'Tell all the Truth' - reading reciprocal- you may wish to look at just the first stanza. Discuss meaning &amp; insight it gives into ED's style.</p>	<p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>-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</p>	<p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>-identifying the audience &amp; purpose of the writing, selecting the appropriate</p>	<p>-listen and respond appropriately to adults and their peers</p> <p>-articulate and justify answers, arguments and opinions</p> <p>-maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>-use spoken language to develop understanding</p>	

## Year 6 Scheme of Work – Literacy

	<p>Week 2  <b>Reading as a reader/writer</b>            L1- Word Aware - Reading comprehension activities linked with the model – literal and inferential questions; ask questions about the text pick out key words/phrases/ideas and explore meaning – what is the moon being compared to - a beautiful woman            L2- Provide chn the written version of the text and read as a class –Go over features rhymes, half rhyme, internal rhyme, figurative language, personification, structure iambic pentameter and annotate the text – ask chn to find the central idea of the poem – to find beauty in everything.            L3-Research on Emily Dickenson - What questions might chn ask to research who ED was and how she wrote? Display/read &amp; discuss I'm nobody! Who are you? What clues does this give about her lack of published poems?            L4- Shared writing – share write a toolkit with the children. Pick a skill from the toolkit, explore it, learn it and use it in some short burst writing inspired by the model –Using personification, rhymes, language, etc).            L5- Analyse the first stanza – the emerging of the moon as a crescent – shared writing using a class object - chn box the first stanza.</p> <p>Week 3            L1- Analyse the second stanza– figurative language describing the object using human characteristics shared writing using a class object - chn box the second stanza.            L2- Remind chn of the poems central idea – to find beauty in everything – Chn continue box up 3<sup>rd</sup> and 4<sup>th</sup> stanza.            L3 - chn go over the poem with their partner and change plan using suggestions – Shared writing to move from plan to first draft.            L4- Word aware - Chn complete first draft - Self and peer assessment using the checklist - edit and begin second draft.            L5- Go over teacher feedback – write second draft in Big Write - evaluate the cold task with the final task.</p>	<p>-learning a wider range of poetry by heart            understand what they read by:            -identifying how language, structure and presentation contribute to meaning            -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader            -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.</p> <p>-asking questions to improve their understanding            -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            -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.</p>	<p>form &amp; using similar writing as models for their own            -selecting appropriate grammar and vocabulary, understanding how such choices can change &amp; enhance meaning            -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning            -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            -assessing the effectiveness of their own and others' writing</p> <p>Grammar:            -Use expanded noun phrases to convey complicated information concisely            -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun            -using semi-colons, colons or dashes to mark boundaries between main clauses            -use and understand the grammatical            -Use expanded noun phrases to convey complicated information concisely            -using relative clauses...</p>	<p>through speculating, hypothesising, imagining &amp; exploring ideas            participate in discussions, presentations, performances and debates.            -consider and evaluate different viewpoints, attending to and building on the contributions of others            -select/use appropriate registers for effective communication.            -participate in discussions...            -use spoken language to develop understanding: speculating, hypothesising, imagining and exploring ideas            -ask relevant questions to extend their understanding and build vocabulary and knowledge.</p> <p>- listen and respond appropriately to adults &amp; their peers            -give well-structured descriptions &amp; explanations            -speak audibly &amp; fluently with an increasing command of Standard English            -participate in presentations, performances &amp; debates            -gain, maintain and monitor the interest of the listener(s)            -select and use appropriate registers for effective communication.</p>	
--	--	--	--	---	--

## Year 6 Scheme of Work – Literacy

<p><b>6.5b</b> Non-fiction - information text</p> <p>Required text: <i>The First Drawing; The Secrets of Stonehenge; Stone Age Boy</i></p>	<p>2</p>	<p><b>Week 1</b> L1- Discussing a range of information texts and working collaboratively to create a feature list - Reading and discussing a range of information texts, with regard to text features L2- Using spoken language to develop understanding of modal verbs - Creating a guide for a Stone Age tourist, using modal verbs L3- Reading and discussing a text in detail, in preparation for whole class discussion - Reading and discussing an information text L4- Collaboratively planning an information text L5- Using correctly punctuated bullet points, Writing an information text about Stonehenge.</p> <p><b>Week 2</b> L1- Developing formal and informal language through drama - Preparing answers to questions, contrasting formal &amp; informal language L2- Asking questions &amp; presenting research to a small group, Asking questions and researching the answers using Internet source L3- Writing a formal text, using formal vocabulary and grammar - Using a formal register to write an information text, drawing on research L4- Preparing a narrative through role-play - Preparing for writing through drama, developing ideas L5- Sorting vocabulary according to formality (homework) - Using punctuation accurately in a letter</p>	<ul style="list-style-type: none"> <li>- continue to read &amp; discuss an increasingly wide range of nonfiction &amp; reference books or textbooks</li> <li>-read books that are structured in different ways &amp; reading for a range of purposes</li> <li>-identify &amp; discuss themes and conventions in &amp; across a wide range of writing</li> <li>-make comparisons within and across books</li> <li>- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-identify how language, structure &amp; presentation contribute to meaning</li> <li>-participate in discussions about books ... building on their own and others' ideas and challenging views courteously</li> <li>-provide reasoned justifications for their views</li> <li>-ask questions to improve their understanding</li> <li>-summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>-retrieve, record and present information from nonfiction</li> <li>--ask questions to improve their understanding</li> <li>-summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>-retrieve, record and present information from nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>-identifying audience &amp; purpose of the writing, selecting appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>draft and write by: <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> </li> <li>-identify the audience &amp; purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>-note and develop initial ideas, drawing on reading and research</li> <li>-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-proofread for spelling and punctuation errors.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>-Y5 Use modal verbs to indicate degrees of possibility</li> <li>-Use bullet points and punctuate correctly</li> <li>-Use colons and semi-colons in punctuating bullet points</li> </ul>	<ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>-maintain attention &amp; participate actively in collaborative conversations, staying on topic &amp; initiating &amp; responding to comments</li> <li>-use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-give well-structured descriptions, explanations</li> <li>-speak audibly and fluently with an increasing command of Standard English</li> <li>-participate in discussions, presentations, performances and debates</li> <li>-select and use appropriate registers for effective communication</li> <li>-ask relevant questions to extend understanding and build vocabulary and knowledge</li> <li>- initiating and responding to comments</li> <li>- hypothesising, imagining and exploring ideas</li> </ul>	
--	----------	---	--	---	---	--

# Year 6 Scheme of Work – Literacy

				-recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. -Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	
--	--	--	--	--	--

## Term 3.2 – 5 weeks

### Spellings:

Week 1	week 2	week 3	week 4	week 5
<b>Rule 7:</b>	<b>Rule 8:</b>	<b>Rule 9:</b>	<b>Rule 10:</b>	<b>Rule 11:</b>
<b>lling</b>	<b>led</b>	<b>Plurals</b>	<b>Plurals</b>	<b>ing</b>
appalling	cancelled	calculators	earthquakes	directing
cancelling	labelled	characters	pictures	explaining
controlling	marvelled	competitions	knives	knowing
excelling	patrolled	directions	bottles	laughing
labelling	quarrelled	exhibitions	emergencies	photocopying
levelling	rebelled	reflections	photocopies	achieving
patrolling	signalled	investigations	vacancies	believing
quarrelling	totalled	mechanics	echoes	celebrating
rebellling	travelled	adventures	predictions	cycling
shovelling	appalled	professors	neighbours	deceiving

### Handwriting:

Week 1 – practising typing: <https://www.typingclub.com>  
 Week 2– practising typing: <https://www.typingclub.com>  
 Week 3– practising typing: <https://www.typingclub.com>  
 Week 4– practising typing: <https://www.typingclub.com>  
 Week 5– practising typing: <https://www.typingclub.com>

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<b>63.6a</b> Significant authors (T4W)  Required text: <i>How to train your dragon – Hiccup Horrendous iii</i>	4	<b>Week 1</b>  <b>Imitation</b> L1 – Hook the class (dragon artwork)– How to train your dragon - Chn predict what the story is about – what do they already know about it – begin reading the book – Talk the text with actions and gestures – (chapter 1) L2- Discuss biography of Cressida Cowell - talk the text - continue reading book - chapter 2 L3- Talk the text with actions - cold task to write a story about an adventure where Hiccup’s best friend is taken by a dragon. L4- Word aware - Perform the story map with actions and gestures – Grammar – Read Chapter 3 and find definitions for new vocabulary	- continuing to read and discuss a range of fiction Maintain positive attitudes to reading by: -making comparisons across texts - identifying and discussing themes and conventions in and across a range of writing - drawing inferences - predicting what might happen - drawing inferences -predicting what might happen	-Plan their writing by: - identifying the purpose of the writing, using other similar writing as a model - noting and developing initial ideas Draft and write by: - in narratives, describing characters Draft and write by: - précising longer passages - using a range of devices to build cohesion within & across paragraphs -. selecting appropriate grammar & vocabulary - use devices to structure text	- Pupils should be taught to: - participate in discussions - use spoken language to develop understanding through imagining and exploring ideas -listen and respond appropriately - articulate and justify answers - give well-structured explanations	

## Year 6 Scheme of Work – Literacy

		<p>L5- Watch how to train your dragon 1 - Compare the book and film openings-Comparison of the film and text – Venn diagram</p> <p><b>Reading as a Reader/writer</b>  L1 – Listen to the opening of a CC how to train your dragon - comprehension questions based on chapter 1  L2- Describe different sentence types: simple, compound &amp; complex, single &amp; multi-clause sentences- Write some complex sentences.  L3- Read section of Chapter 4 - go over the features/structures of chapter 1 – and organise the chapter into introduction, Conflict &amp; Stakes, The Task, the twist and resolution.  L4- understand personal and possessive pronouns Read about Gronckle and write a paragraph about a chosen dragon – inserting pronouns to avoid repetition.  L5- Tell the chn that we are going to write a story about - How to train your.....an animal of their choice – provide children with variety of animals and setting ideas that they can brainstorm and generate ideas.</p> <p>Week 3  L1- continue reading the book – shared writing and box it up of the introduction.  L2 -Word Aware – shared writing and box it up of Conflict &amp; Stakes  L3 – Grammar -dialogue and inverted commas - shared writing and box it up of - The Task.  L4 – shared writing and box it up of the twist and resolution.  L5 – peer assess box it up and create a story map showing a plot line.</p> <p><b>Implementation</b></p> <p>Week 4  L1- Word aware – -shared writing - Chn begin first draft.  L2- recap personal and possessive pronouns - Chn continue first draft  L3- Shared writing. – complete first draft and self assessment  L4- Make changes based on teacher feedback - begin final draft on big write  L5- complete big write</p>	<p>-summarising the main ideas.  - reading books that are structured in different ways.  - making comparisons across books</p> <p>- use further suffixes  -use dictionaries to check meanings of words</p>	<p>Draft/write by: e. using organisational &amp; presentational devices to structure text  Evaluate and edit by:  a. assessing the effectiveness of writing  d. distinguishing between the language of speech and writing  Proof-read for spelling and punctuation errors  Perform own compositions</p>	<p>- participate in collaborative conversations.</p> <p>- listen to adults &amp; their peers  - maintain attention and participate actively in collaborative conversations  -consider different viewpoints  - participate in improvisations  - select &amp; use appropriate registers for effective communication  - speak audible and fluently</p>	
<p>Extended writing</p>	<p>1</p>	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:  1. A fiction/poetry opportunity</p>	<p>Fiction:  -  -tell me a story - Twinkle</p> <p>Poetry  - Write a sensory poem describing the grandeur of the Sultan’s palace.</p>			



## Year 6 Scheme of Work – Literacy

	<p>2. A non-fiction opportunity Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Non-fiction: - information text on hajj.  Personal: recount of secondary transition day.</p>			
--	---	---	--	--	--