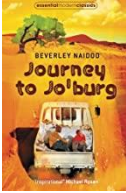


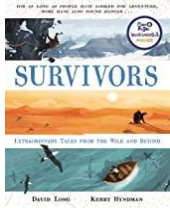
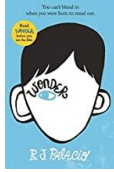



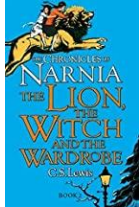
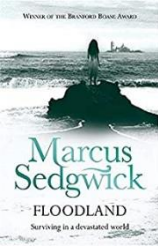
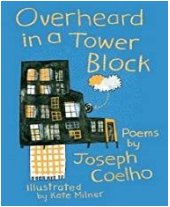
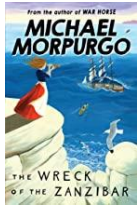
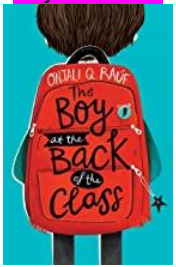




Year 6 Literacy Overview

Autumn 1 - Wellbeing	Autumn 2 - Responsibility	Spring 1 – Passion and Change	Spring 2 – Friendship and Community	Summer 1 - Resilience	Summer 2 - Diversity
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Journey to Jo'burg* <i>Beverly Naidoo</i></p>  <p>Audience: Characters in the book Purpose: Entertain Form: Narrative from character perspective</p>	<p>Text: FILM: Beyond the lines</p>  <p>Audience: Army Flying Museum Purpose: Entertain Form: Flashback Narrative</p>	<p>Text: Wondergarden Pandora film</p>  <p>Audience: Tourist board Purpose: persuasive text Form: publicity leaflet with ecotourism messaging</p>	<p>Text: Survivors</p>  <p>Audience: Parents (school newspaper) Purpose: Entertain/Inform Form: Narrative (flashback or short story)</p>	<p>Text: Wonder <i>RJ Palacio</i></p>  <p>Audience: Present to Mrs Wepener (E&Diversity) Purpose: persuade, entertain Form: Issue based discussion article AND character perspective narratives</p>	<p>Who are refugees and migrants? <i>Michael Rosen</i> <i>The Arrival</i> <i>Shaun Tan</i></p>   <p>Audience: Year 5 Purpose: entertain and inform Form: Newspaper Report</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Goodnight Mr Tom <i>Michelle Magorian</i></p>  <p>Audience: Class museum Purpose: inform Form: Double page spread – Wellbeing in war time Britain</p>	<p>Text: The Lion, the witch and the wardrobe <i>C.S Lewis</i></p>  <p>Audience: Year 3 classes Purpose: entertain Form: narrative on same premise</p>	<p>Text: Floodland <i>Marcus Sedgwick</i></p>  <p>Audience: Eachother (class debate) Purpose: discuss Form: Balanced argument</p>	<p>Text: Over Heard in a Tower Block <i>Joseph Coelho</i></p>  <p>Audience: Joseph Coelho Purpose: entertain Form: Narrative poetry sequence</p>	<p>Text: Wreck of the Zanzibar* <i>Michael Morpurgo</i></p>  <p>Audience: The characters in the book Purpose: inform and entertain Form: Letters from characters – range of formality</p>	<p>Text: Boy at the back of the class <i>Onjali Q. Rauf</i></p>  <p>Audience: local MP Purpose: entertain and inform Form: campaign and letter</p>
<p>Only extended writing outcomes for the end of the unit are listed. During any given learning journey, other writing opportunities will be planned in</p>					

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart



Year 6 Literacy Overview

Autumn 1 - Wellbeing	Autumn 2 - Responsibility	Spring 1 – Passion and Change	Spring 2 – Friendship and Community	Summer 1 - Resilience	Summer 2 - Diversity
<p>Reading teaching Focus text: Lion and the Unicorn <i>Shirley Hughes</i></p>  <p>Reading domains: Inference Themes & Conventions Focus text: Bombs & Blackberries</p>  <p>Reading domains: Respond & Explain Monitor & Summarise</p>	<p>Reading teaching Focus text: Casabianca <i>Felcity Hemans</i> & Selection of war poetry (see planning)</p> <p>Reading domains: Clarify Language for effect</p> <p>Focus text: Skyward <i>Sally Den</i></p>  <p>Reading domains: Select & Retrieve Themes & Conventions</p>	<p>Reading teaching Focus text: Botanicum</p>  <p>Reading domains: Select & Retrieve Monitor & Summarise</p> <p>Focus text: A Child's Garden</p>  <p>Reading domains: Language for effect Inference</p>	<p>Reading teaching Focus text: On the Origin of Species</p>  <p>Reading domains: Select & Retrieve Clarify Focus text: Amazing Evolution</p>  <p>Reading domains: Monitor & Summarise Themes & Conventions</p>	<p>Reading teaching Focus text: Can You See Me? <i>Libby Scott & Rebecca Weston</i></p>  <p>Reading domains: Inference Themes & Conventions</p> <p>Focus text: White Bird <i>R.J. Palacio</i></p>  <p>Reading domains: Inference Respond & Explain</p>	<p>Reading teaching Focus text: Child I <i>Steve Tasene</i></p>  <p>Reading domains: Respond & Explain</p>

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart



Year 6 Literacy Overview

Word reading focus is ongoing. Only key focus domains are shown as other reading domains and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.

<p>Supplement texts:</p> <p>When we were warriors <i>Emma Carroll</i></p> <p>Letters from the Lighthouse <i>Emma Carroll</i></p> <p>My Secret War Diary <i>Flossie Albright</i></p> <p>Carrie's War <i>Nina Bawden</i></p>	<p>Supplement texts:</p> <p>The Skylarks' War <i>Hilary McKay</i></p>	<p>Supplement texts:</p> <p>Flotsam <i>David Weisner</i></p> <p>Flood - Film</p>	<p>Supplement texts:</p> <p>Boy in the tower <i>Polly Ho-yen</i></p> <p>Booked <i>Kwarme Alexander</i></p> <p>Love that dog <i>Sharon Creech</i></p> <p>Where the World Ends <i>Geraldine McCaughrean</i></p>	<p>Supplement Texts:</p> <p>Why the whales came <i>Michael Morpurgo</i></p> <p>Sea Turtle Conservancy https://www.conserveturtles.org/</p>	<p>Supplement Texts:</p>
<p><u>Non -fiction spine/Foundation links</u></p> <p>Woeful second World War <i>Terry Deary</i></p>		<p><u>Non -fiction spine/Foundation links</u></p> <p>You wouldn't want to be a Victorian school child Eyewitness: Victorians Horrible Histories - Victorians Victorian Britain- Pitkin Origin of the species <i>Sabina Radiva</i> Amazing Evolution <i>Anna Claybourne</i></p> <p>Earth Shattering Events <i>Sophie Williams</i></p>		<p><u>Non -fiction spine/Foundation links</u></p> <p>Electronics for Kids: A Lighthearted Introduction <i>Øyvind Dahl</i> DK Inventor Lab</p> <p>1001 Inventions and Awesome Facts From Muslim Civilization (1,000 Facts About) <i>National Geographic</i></p>	

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart



Year 6 Literacy Overview

Reading strategies sorted into domains- HIAS school improvement

Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Sound it out	Clarify	Summarise	Select and retrieve	Respond and explain	Connect to prior knowledge	Visualise	Ask questions
Use context clues	Notice breakdown and fix it	Note text structure	Note text structure	Infer	Predict	Note text structure	Connect to prior knowledge
Use pictures	Apply word reading strategies	Think aloud	Scan	Get the gist	Form opinions	Think aloud	Infer
Self-correct	Apply word reading strategies	Visualise	Infer	Form opinions	Visualise	Form opinions	Form opinions
Refer to text	Get the gist	Get the gist	Infer	Connect to prior knowledge	Get the gist	Infer	Get the gist
	Connect to prior knowledge	Infer	Skim	Connect to prior knowledge	Ask questions	Connect to prior knowledge	Note text structure
	Ask questions					Ask questions	
	Infer						

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart