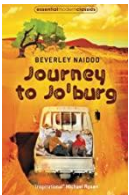
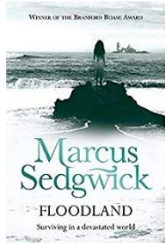
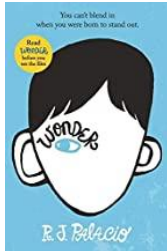
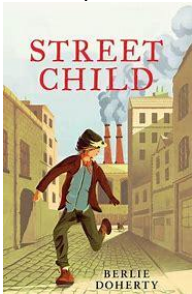
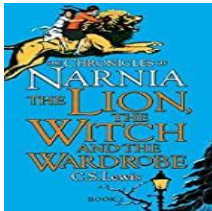
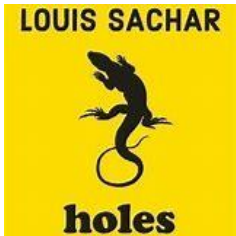
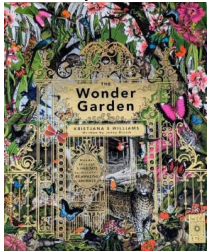


Year 6 Literacy Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Journey to Jo'burg* <i>Beverly Naidoo</i>  Audience: Characters in the book Purpose: Entertain Form: Narrative from character perspective	Text: Clip: Francis  Audience: Each other Purpose: Entertain Form: Narrative	Text: FILM: <u>Beyond the lines</u>  Audience: Army Flying Museum Purpose: Entertain Form: Narrative (Flashback)	Text: Floodland <i>Marcus Sedgwick</i>  Audience: Each other (class debate) Purpose: discuss Form: Balanced argument	Text: Wonder <i>RJ Palacio</i>  Audience: Mrs Dance Purpose: persuade, entertain Form: Narrative	Text: Macbeth <i>Shakespeare</i>  Audience: Parents Purpose: To entertain Form: Monologue
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Street Child Berlie Doherty  Audience: Milestones Purpose: Inform Form: Non-Fiction Non-Chronological Report	Text: An Unexpected Guest (Film Clip – John Lewis Advert)  Audience: Year 5 Purpose: Entertain Form: Diary	Text: The Lion, the witch and the wardrobe <i>C.S Lewis</i>  Audience: Year 3 classes Purpose: entertain Form: narrative on same premise	Text: Holes <i>Lewis Sachar</i>  Audience: Each other Purpose: Entertain/inform Form: Fact File, Recount.	Text: Wonder Garden <i>Jenny Broom</i>  Audience: Purpose: Entertain/inform Form: Guidebook about an imaginary land.	Text: Macbeth <i>Shakespeare</i>  Audience: Parents Purpose: To entertain Various Forms.
Only extended writing outcomes for the end of the unit are listed. During any given learning journey, other writing opportunities will be planned in					

Heritage Text

Diverse author and/or character

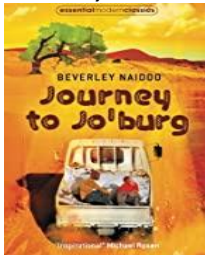
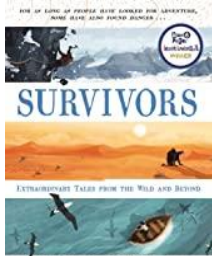
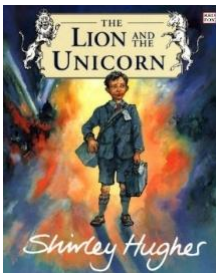
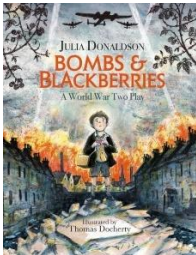
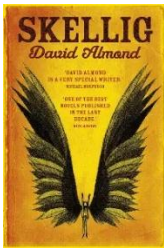
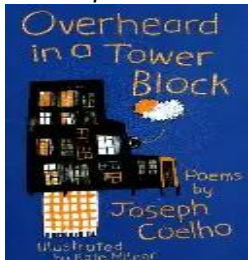
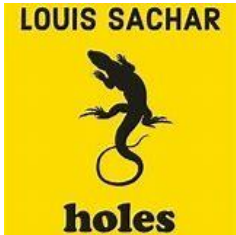
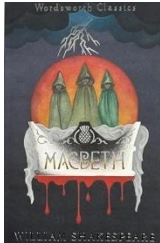
Traditional tale

Poetry

rich non-fiction

Poems to learn by heart

Year 6 Literacy Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text: Journey to Jo'burg* <i>Beverly Naidoo</i>  Reading domains: Clarify Language for effect Focus Text: Street Child <i>Berlie Doherty</i>  Reading domains: Clarify Language for effect	Focus text: Survivors  Reading domains: Inference Themes & Conventions Focus text: Lion and the Unicorn <i>Shirley Hughes</i>  Reading domains: Inference Themes & Conventions	Focus text: Bombs & Blackberries <i>Julia Donaldson</i>  Reading domains: Respond & Explain Monitor & Summarise Focus text: Skellig <i>David Almond</i>  Reading domains: Respond & Explain Monitor & Summarise	Focus text: Overheard in a Tower Block <i>Joseph Coelho</i>  Reading domains: Poetry / inference Respond and Explain Focus text: Holes <i>Lewis Sachar</i>  Reading domains: Inference Themes & Conventions	Focus text: White Bird <i>R.J. Palacio</i>  Reading domains: Inference Respond & Explain Focus text: Windrush Coming to England <i>Floella Benjamin</i>  Reading domains: Respond & Explain Themes & Conventions	Focus text: Macbeth: Transition unit  Reading domains: Inference Themes & Conventions Respond & Explain Language for effect Inference

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.					
Supplement texts: When we were warriors <i>Emma Carroll</i> Letters from the Lighthouse <i>Emma Carroll</i> My Secret War Diary <i>Flossie Albright</i> Carrie's War <i>Nina Bawden</i>	Supplement texts: The Skylarks' War <i>Hilary McKay</i>	Supplement texts: Flotsam <i>David Weisner</i> Flood - Film	Supplement texts: Boy in the tower <i>Polly Ho-yen</i> Booked <i>Kwame Alexander</i> Love that dog <i>Sharon Creech</i> Where the World Ends <i>Geraldine McCaughrean</i>	Supplement Texts: Why the whales came <i>Michael Morpurgo</i> Sea Turtle Conservancy https://www.conserveturtles.org/	Supplement Texts:
<u>Non -fiction spine/Foundation links</u> Woeful second World War <i>Terry Deary</i>		<u>Non -fiction spine/Foundation links</u> 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> Earth Shattering Events <i>Sophie Williams</i>		<u>Non -fiction spine/Foundation links</u> Electronics for Kids: A Lighthearted Introduction <i>Øyvind Dahl</i> DK Inventor Lab 1001 Inventions and Awesome Facts From Muslim Civilization (1,000 Facts About) <i>National Geographic</i>	

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	Get the gist	Visualise	Infer	Form opinions	Visualise	Form opinions	Form opinions
Refer to text	Connect to prior knowledge	Get the gist		Connect to prior knowledge	Get the gist	Infer	Get the gist
	Ask questions	Infer			Ask questions	Connect to prior knowledge	Note text structure
	Infer	Skim				Ask questions	
Increasing cognitive difficulty							
							

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart