

Roundswell Community School Primary Academy

Year 6 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p style="text-align: center;">Reading Comprehension</p> <p style="text-align: center;">(Guided reading Shared reading/interrogating a text)</p>	<ul style="list-style-type: none"> • Through shared and guided reading experiences, read an increasingly wide range of texts that are structured in different ways, reading for a range of purposes. • Continue to develop reading responses so that guided reading skills are reinforced and that there are clear, reasoned justifications for their views and thoughtful reflections. • Increase the familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, 'classic' fiction (discussing their enduring appeal) and books from other cultures and traditions. • Prepare poems and plays to read aloud and perform, to show understanding through intonation, tone and volume so that the meaning is clear to an audience. • Lead guided reading and shared reading discussions, asking questions to improve their understanding. Build on their own and other's ideas, challenging viewpoints. • Identify and discuss themes and conventions through a variety of texts. • To take into account viewpoints and differing perspectives in a text • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Encourage children to select and present pertinent and relevant quotations and references using the headings: <i>Point, Evidence and Explanation</i>. • Explore and discuss how to 'read between the lines' for hidden meanings in texts, backing up my quotations and/or use evidence. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Discuss and develop an understanding and show how a writer creates or describes different layers of meaning. • Give specific comments about a writer's intentions as well as their style. • Explain the effect the text has on a reader explaining the writer's purpose and effects of a text such as paragraphing techniques. • Identify what a writer is trying to achieve by choosing certain words and sentences including figurative language devices. • Explore the meaning of new words in context, checking for sense. • Discuss, and sometimes evaluate why, a writer has chosen to shape/order a text in a particular way, including flashbacks and foreshadowing. • Secure the skills of skimming and scanning and efficient reading so that research is fast and effective.
<p style="text-align: center;">Writing Composition</p> <p style="text-align: center;">Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> • Identify the audience and purpose when writing, selecting the appropriate form, using some exemplars of similar writing as models for own (unless being considered for an accelerated level). Remember- 'a writer see things through the reader's eyes, whilst a reader sees things through a writer's eyes'. • Note and develop initial ideas, drawing on reading and research where necessary. Plan quickly and effectively • Select appropriate grammar and ambitious vocabulary, understanding how such choices can change and enhance meaning, having an impact on the reader. • Use a range of sentence lengths and structures, varying word order for impact. Confidently manipulate and control sentences in order to achieve particular effects. • Use a wide range of devices to control, link and build cohesion within and across paragraphs and make links between openings and endings • Organise ideas into a sequence of paragraphs, continuing to demonstrate personal style to ensure a balanced coverage of the main ideas. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Demonstrate a confident personal style through the use of a wide range of literary devices. Draw on knowledge and success criteria of different text types. Accelerated pupils to experience and create hybrid texts. • Use a wide range of connectives for impact and effect. • Use organisational and presentational devices to structure text and to guide the reader. • Assess the effectiveness of their own and others' writing • Encourage children to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning as well as respond to targets/structured marking comments • Ensure the consistent use of tense throughout a piece of writing. • Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read compositions

<p>Grammar, Vocabulary and Punctuation</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (warm up a sentence), so children can continue to use auditory skills to develop rich and ambitious language choices, create an increasing range of sentence structures and practise using a wider range of punctuation accurately especially to signpost meaning in longer, complex sentence structures. • Prepare for the SPAG test in May through warm up a sentence activities and identifying key aspects through quality texts. • Investigate word order by examining how far the order of words in sentences can be changed. • To secure the control of complex sentences, understanding how clauses can be manipulated to achieve different effects. • To search for, identify and classify a range of prepositions. Experiment with substituting different prepositions and their effect on meaning. • Eliminate mis-conceptions between using I or me in sentences and other conventions of Standard English. • Use expanded noun phrases to convey complicated information concisely. • Revise the different word classes and varying their order within sentences • Use the terms synonyms and antonyms and identify how a range of words are related by meaning, expanding language choices. • Investigate conditionals and their uses in deduction, speculation and supposition. • Use the perfect form of verbs to mark relationships of time and cause. • Search for, collect, define and spell technical words derived from work in other subjects. • Use commas accurately, as well as semi-colon and dashes to mark the boundary between independent clauses. • Continue to use brackets, dashes, commas to indicate parenthesis as well as use ellipsis and colons to introduce a list. • Revise the use of apostrophes for possession and omission • Explore how hyphens can be used to avoid ambiguity • Highlight the punctuation of bullet points to list information. • Use the rules of direct speech accurately and appropriately, especially to interrupt speech. Identify the difference between structures of informal speech and structures appropriate for formal speech and writing. • Explore the active and passive voice to affect the presentation of information in a sentence. Transform a sentence from the active to passive and vice versa. 	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points active passive inverted commas prepositions Standard English noun phrases conditionals</p>
<p>Spelling</p>	<p>(Use spelling teaching sequence, elements of Letters and Sounds' and spelling overview- see attachment)</p> <ul style="list-style-type: none"> • Use a range of personal strategies to learn new and irregular words • Use a range of personal strategies for spelling at the point of composition • Use a range of personal strategies for checking and proof reading spellings after writing • Investigate, consolidate and rehearse spellings and spelling patterns from across KS2 in preparation for SATs. • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with silent letters • Continue to distinguish between homophones and other words that are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the meaning of words • Use the first three or four letters of a word to check spelling, meaning or both in a dictionary. • Use a thesaurus 	
<p>Handwriting and presentation Developing Skills Book 4</p>	<ul style="list-style-type: none"> • Ensure children continue to practise the three p's (pen hold, paper position, posture) when handwriting. • Practise handwriting in conjunction with spellings where possible, as well as through progression of book 4. • Use a range of presentational skills. • Transfer joined handwriting for all writing unless other special forms are needed. • Continue to build up speed and fluency, through speed writing and practising patterns. • Ensure consistency in height, size and proportions of letters, as well as the spacing between letters and words. • Develop an individual handwriting style as part of transition and playing with presentation in final half term. 	
<p>Oracy</p>	<ul style="list-style-type: none"> • Continue to establish and expect 'Talk for Maths' principles within the classroom, as ground rules for dialogue. • When listening for a sustained period, take notes for different purposes, identifying how note taking varies depending on context and purpose. • Coherently and confidently convey detailed information for all listeners • Use Standard English confidently in a range of formal and informal contexts, including classroom discussion. • Give short speeches and presentations, expressing their own ideas and keeping to the point 	

	<ul style="list-style-type: none">• Be able to develop/change position as a result of discussion/ argument and provide reasoned evidence for their view. Use negotiation tools and techniques.• Participate in formal debates and structured discussions, summarising and/or building on what has been said to explore topics and issues of relevancy and interest.• Understand and use a variety of ways to criticise constructively and respond to criticism.• Consider examples of conflict and resolution, exploring the language used.• Be able to use appropriate language and terms to describe, interpret and evaluate their own and others' work.• Compose and rehearse sentences orally (warm up a sentence), so children can continue to build up a rich and varied language within complex sentence structures.
Drama	<ul style="list-style-type: none">• Improvise and use a range of drama conventions to explore a variety of feelings, themes and issues.• Consider the impact of a live/recorded performance, identifying how tension, mood and atmosphere was created, as well as identifying dramatic ways of conveying characters' ideas• Consider how to adapt a performance for a given audience• Rehearse and perform play scripts in order to discuss language use and meaning, using intonation, tone, volume and action to add impact. Take control of the way their role is presented in the year group performance.