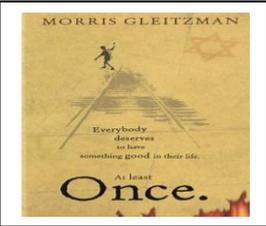
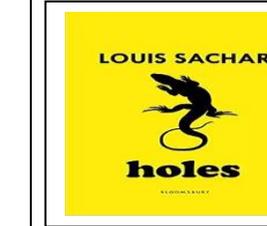
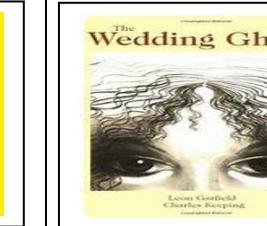
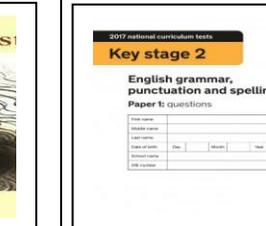
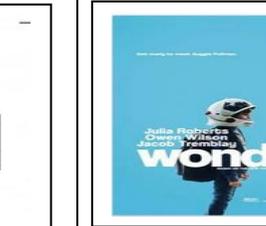




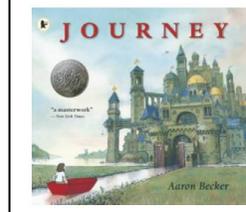
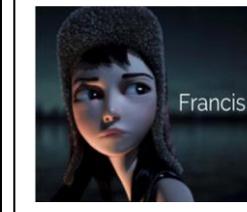
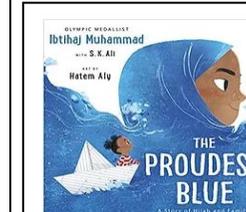
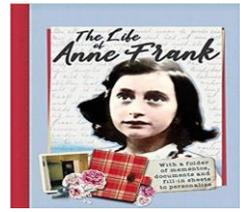
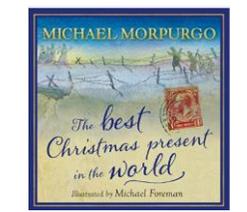
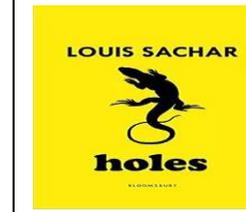
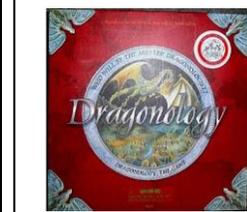
Southfields' long-term literacy planner – Year 6



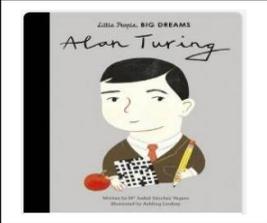
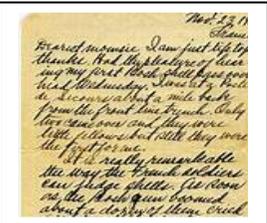
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction: Once	Fiction: The Piano	Fiction: Holes	Fiction: The Wedding Ghost and Alma	Fiction: SATs revision and evidence gathering	Fiction: Wonder
					
<p>Genre: Journey Story</p> <p>Model Text: Zelda's story</p> <p>Focus: Writing from another character's point of view</p> <p>Audience: Children 9 plus</p> <p>Purpose: To create a short story to be shared during reading for pleasure</p>	<p>Genre: Flashback</p> <p>Model Text:</p> <p>Focus: Plot development</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> Use the consistent and correct use of 	<p>Genre: Adventure Story</p> <p>Model Text:</p> <p>Focus: Balance of dialogue and description</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p>	<td>  <p>Genre: Suspense</p> <p>Model Text:</p> <p>Focus: Sentence Types</p> <p>Audience:</p> <p>Purpose:</p> </td> <td> <p>Genre: Acceptance Story</p> <p>Model Text:</p> <p>Focus: Playscript</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> </td>	 <p>Genre: Suspense</p> <p>Model Text:</p> <p>Focus: Sentence Types</p> <p>Audience:</p> <p>Purpose:</p>	<p>Genre: Acceptance Story</p> <p>Model Text:</p> <p>Focus: Playscript</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p>

<p>Hook: To become detectives</p> <p>Consolidation of Year 5 Toolkit:</p> <ul style="list-style-type: none"> • Dialogue is correctly punctuated and uses complex reporting clauses • Integrate dialogue to convey character thoughts and feelings to develop the plot. • Use correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Past perfect tense to link events 	<p>tense throughout a piece of writing</p> <ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause • Use brackets, dashes or commas to indicate parenthesis • Relative clauses with commas and dashes used for additional detail • Action, dialogue and description used to move events forward • Narratives are told sequentially and non-sequentially through the use of adverbials • Words are chosen by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> • Action, dialogue and description used to move events forward • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices • Reporting clauses which develop characterisation and plot • Past perfect tense to link events • Relative clauses • Words are chosen by meaning as synonyms and antonyms 	<p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Use modal verbs or adverbs to indicate degrees of possibility • A full range of figurative language • Sub-ordinate and co-ordinating conjunctions • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns and expressive verbs • Use the perfect form of verbs to mark 		<ul style="list-style-type: none"> • Precise and accurate vocabulary • Scene description • Adverbs before dialogue to show how it should be spoken • Colons used after character names • Ellipses to indicate a pause or thought • Short sentences • Use present tense
---	--	--	---	--	---

<ul style="list-style-type: none"> A range of conjunctions and adverbials to indicate a shift in time Relative clauses 			<p>relationships of time and cause</p> <ul style="list-style-type: none"> Wide range of cohesive devices such as repetition and ellipses 		
<p>Sentence Types to be taught: A range of figurative language Imagine 3 examples: sentences Active and passive sentences Paired conjunction sentences The more, more sentences Many questions sentences</p>		<p>Sentence Types to be taught: A range of figurative language Getting worse/ getting better sentences Paired conjunction sentences Object/person (aka) sentences Outside: inside sentences Description: detail sentences</p>		<p>Sentence Types to be taught: A range of figurative language Outside: inside sentences 3 bad – (dash) sentences Getting worse/getting better sentences</p>	
<p>Fiction Vocabulary: Pleaded, wailing, traitor, scrambling, swamped, processed</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	
<p>Fiction Invention: Boy in the Striped Pyjamas – Chapter 10</p>	<p>Fiction Invention: Coventry Blitz</p>	<p>Fiction Invention: Journey</p>	<p>Fiction Invention: Francis animation</p>	<p>Fiction Invention: The Proudest Blue</p>	

					
<p>Genre: Story from another character's point of view.</p> <p>Write Chapter 10 from Schmuel's point of view</p>	<p>Genre: Flashback</p> <p>Write a flashback story going back to the Coventry Blitz.</p>	<p>Genre: Adventure story</p> <p>Use the picture book as a stimulus for an adventure story.</p>	<p>Genre: Suspense</p> <p>Use the animation until she is in the boat to continue a suspense story.</p>		<p>Genre: Acceptance Story</p> <p>Children to write their own playscript based on The Proudest Blue.</p>
<p>Non-fiction: The life of Anne Frank</p>	<p>Non-fiction: The best Christmas present in the World</p>	<p>Non-fiction: Holes</p>	<p>Non-fiction: Dragonology</p>		<p>Non-fiction:</p>
					
<p>Genre: Recount</p> <p>Model Text: Extracts from Anne Frank's diary</p>	<p>Genre: Information Text</p> <p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p>	<p>Genre: Discussion text</p> <p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p>	<p>Genre: Non-chronological report</p> <p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p>		<p>Genre: Journalistic</p> <p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p>

<p>Audience: People who have not heard of Anne Frank</p> <p>Purpose: To make sure people understand what Jewish children experienced in WW2</p> <p>Hook: To create a their own version of Anne's diary</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing • Varied levels of formal and informal writing. • Use brackets, dashes or commas to indicate parenthesis • Links between paragraphs with adverbials 	<p>Hook: Re-enactment of the football match.</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Past progressive verbs. • Specific and descriptive language style. • Passive voice • Language choices reflect the intended audience and text type • Commas to clarify meaning or avoid ambiguity • Use of organisational and presentational devices to structure text and to guide the reader [for example, 	<p>Hook: Police investigation</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Point, evidence, comment to explain key points. • Modal verbs and adverbs to position the arguments. • Levels of formal writing applied. • Use of semi-colons and colons to control sentence structure. • Passive voice. • Subjunctive form to hypothesise. 	<p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Organisational and presentational devices to guide the reader. • Written in 3rd person. • Mixture of past and present tense • Punctuating bullet points consistently • Use of a colon to introduce a list • Expanded noun phrases to convey complicated information • Semi-colon and dash to mark the boundary between clauses 		<p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Usually written in past tense. • Occasionally uses present tense. • Specific and descriptive language style. • Paragraphs often begin with a topic sentence. • Co-ordinating and subordinating conjunctions. • Relative clauses • Direct and reported speech • Semi-colon and dash to mark the boundary between clauses
--	--	--	---	--	--

<ul style="list-style-type: none"> Coordinating and subordinating conjunctions Usually written in past tense 	<p>headings, bullet points, underlining]</p>				
<p>Non-Fiction Vocabulary Succession, prohibited, loathe, oppressive, sabotage and contradiction</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>		<p>Non-Fiction Vocabulary</p>
<p>Non-Fiction Invention : Alan Turing Little People Big Dreams</p>	<p>Non-Fiction Invention: Letter reply from a loved one</p>	<p>Non-Fiction Invention: How has women's roles in society changed over time?</p>	<p>Non-Fiction Invention: Influential Women – Pauline Black</p>		<p>Non-Fiction Invention: Recount about time at Southfields</p>
					
<p>Genre: Recount</p> <p>Children to write a diary from Alan Turing.</p>	<p>Genre: Recount</p> <p>Children to write a reply the letter written from the main unit.</p>	<p>Genre: Discussion text</p> <p>Children to discuss how women's roles in society have changed over time.</p>	<p>Genre: Non-Chronological report</p> <p>Children to research and write about Pauline Black (local significant figure)</p>		<p>Genre: Journalistic</p> <p>Children to write a journalistic recount about their time at Southfields.</p>

<p>Poetry</p> <p>Blackout Poetry</p>	<p>Poetry</p> <p>Figurative language Poetry</p> <p>Wilfred Owen – Dulce et Decorum est</p>	<p>Poetry</p> <p>Nonsense Poetry</p> <p>The Jabberwacky – Lewis Carroll</p>	<p>Poetry</p> <p>Performance Poetry</p> <p>George the Poet</p>		<p>Poetry</p> <p>Narrative Poetry</p> <p>The Highway Man – Alfred Noyes</p>
<p>Cross-Curricular Opportunities</p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>					