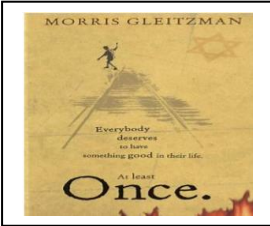

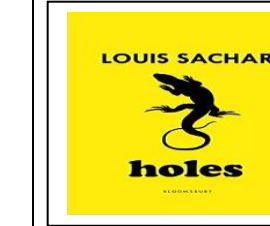
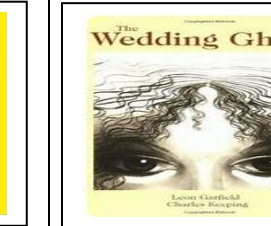
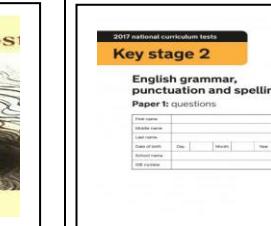









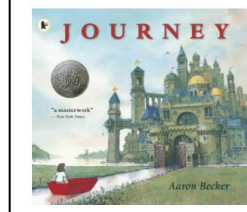
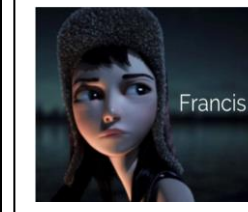
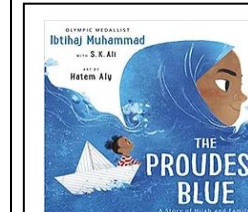

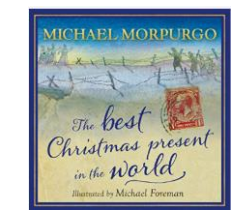
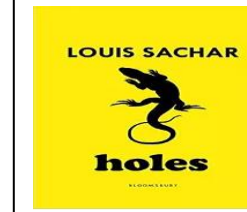
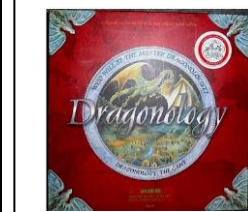

# Southfields' long-term literacy planner – Year 6



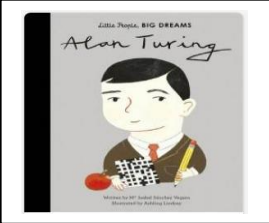
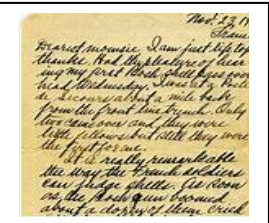



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fiction: Once</b>	<b>Fiction: The Piano</b>	<b>Fiction: Holes</b>	<b>Fiction: The Wedding Ghost and Alma</b>	<b>Fiction: SATs revision and evidence gathering</b>	<b>Fiction: Wonder</b>
					
<p>Genre: Journey Story</p> <p>Model Text: Zelda's story</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><b>Model Text:</b></p> <p>Focus: Plot development</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p> <p><b>Hook:</b></p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Use the consistent and correct use of</li> </ul>	<p>Genre: Adventure Story</p> <p><b>Model Text:</b></p> <p>Focus: Balance of dialogue and description</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p> <p><b>Hook:</b></p> <p><b>Toolkit:</b></p>	<td>  <p>Genre: Suspense</p> <p><b>Model Text:</b></p> <p>Focus: Sentence Types</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p> </td> <td> <p>Genre: Acceptance Story</p> <p><b>Model Text:</b></p> <p>Focus: Playscript</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p> <p><b>Hook:</b></p> <p><b>Toolkit:</b></p> </td>	 <p>Genre: Suspense</p> <p><b>Model Text:</b></p> <p>Focus: Sentence Types</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p>	<p>Genre: Acceptance Story</p> <p><b>Model Text:</b></p> <p>Focus: Playscript</p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p> <p><b>Hook:</b></p> <p><b>Toolkit:</b></p>

<p>Hook: To become detectives</p> <p><b>Consolidation of Year 5 Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Dialogue is correctly punctuated and uses complex reporting clauses</li> <li>• <b>Integrate dialogue to convey character thoughts and feelings to develop the plot.</b></li> <li>• Use correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Past perfect tense to link events</li> </ul>	<p><b>tense throughout a piece of writing</b></p> <ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Relative clauses with commas and dashes used for additional detail</li> <li>• Action, dialogue and description used to move events forward</li> <li>• Narratives are told sequentially and non-sequentially through the use of adverbials</li> <li>• Words are chosen by meaning as synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Action, dialogue and description used to move events forward</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices</li> <li>• Reporting clauses which develop characterisation and plot</li> <li>• Past perfect tense to link events</li> <li>• Relative clauses</li> <li>• Words are chosen by meaning as synonyms and antonyms</li> </ul>	<p>Hook:</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• A full range of figurative language</li> <li>• Sub-ordinate and co-ordinating conjunctions</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns and expressive verbs</li> <li>• Use the perfect form of verbs to mark</li> </ul>		<ul style="list-style-type: none"> <li>• Precise and accurate vocabulary</li> <li>• Scene description</li> <li>• Adverbs before dialogue to show how it should be spoken</li> <li>• Colons used after character names</li> <li>• Ellipses to indicate a pause or thought</li> <li>• Short sentences</li> <li>• Use present tense</li> </ul>
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<ul style="list-style-type: none"> <li>A range of conjunctions and adverbials to indicate a shift in time</li> <li><b>Relative clauses</b></li> </ul>			<p><b>relationships of time and cause</b></p> <ul style="list-style-type: none"> <li><b>Wide range of cohesive devices such as repetition and ellipses</b></li> </ul>		
<p><b>Sentence Types to be taught:</b>  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><b>Sentence Types to be taught:</b>  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><b>Sentence Types to be taught:</b>  A range of figurative language  Outside: inside sentences  3 bad – (dash) sentences  Getting worse/getting better sentences</p>	
<p><b>Fiction Vocabulary:</b>  Pleaded, wailing, traitor, scrambling, swamped, processed</p>	<p><b>Fiction Vocabulary:</b></p>	<p><b>Fiction Vocabulary:</b></p>	<p><b>Fiction Vocabulary:</b></p>	<p><b>Fiction Vocabulary:</b></p>	
<p><b>Fiction Invention:</b>  Boy in the Striped Pyjamas – Chapter 10</p>	<p><b>Fiction Invention:</b>  Coventry Blitz</p>	<p><b>Fiction Invention:</b>  Journey</p>	<p><b>Fiction Invention:</b>  Francis animation</p>	<p><b>Fiction Invention:</b>  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><b>Non-fiction: The life of Anne Frank</b></p>	<p><b>Non-fiction: The best Christmas present in the World</b></p>	<p><b>Non-fiction: Holes</b></p>	<p><b>Non-fiction: Dragonology</b></p>		<p><b>Non-fiction:</b></p>
					
<p>Genre: Recount</p> <p>Model Text: Extracts from Anne Frank's diary</p>	<p>Genre: Information Text</p> <p><b>Model Text:</b></p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p>	<p>Genre: Discussion text</p> <p><b>Model Text:</b></p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p>	<p>Genre: Non-chronological report</p> <p><b>Model Text:</b></p> <p><b>Audience:</b></p> <p><b>Purpose:</b></p>		<p>Genre: Journalistic</p> <p><b>Model Text:</b></p> <p><b>Audience:</b></p> <p><b>Purpose:</b></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><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Varied levels of formal and informal writing.</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Links between paragraphs with adverbials</li> </ul>	<p>Hook: Re-enactment of the football match.</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• <b>Past progressive verbs.</b></li> <li>• <b>Specific and descriptive language style.</b></li> <li>• <b>Passive voice</b></li> <li>• <b>Language choices reflect the intended audience and text type</b></li> <li>• <b>Commas to clarify meaning or avoid ambiguity</b></li> <li>• <b>Use of organisational and presentational devices to structure text and to guide the reader [for example,</b></li> </ul>	<p>Hook: Police investigation</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Point, evidence, comment to explain key points.</li> <li>• <b>Modal verbs and adverbs to position the arguments.</b></li> <li>• <b>Levels of formal writing applied.</b></li> <li>• <b>Use of semi-colons and colons to control sentence structure.</b></li> <li>• <b>Passive voice.</b></li> <li>• <b>Subjunctive form to hypothesise.</b></li> </ul>	<p><b>Hook:</b></p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• <b>Organisational and presentational devices to guide the reader.</b></li> <li>• Written in 3rd person.</li> <li>• <b>Mixture of past and present tense</b></li> <li>• <b>Punctuating bullet points consistently</b></li> <li>• <b>Use of a colon to introduce a list</b></li> <li>• <b>Expanded noun phrases to convey complicated information</b></li> <li>• <b>Semi-colon and dash to mark the boundary between clauses</b></li> </ul>		<p><b>Hook:</b></p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Usually written in past tense.</li> <li>• Occasionally uses present tense.</li> <li>• <b>Specific and descriptive language style.</b></li> <li>• Paragraphs often begin with a topic sentence.</li> <li>• Co-ordinating and subordinating conjunctions.</li> <li>• <b>Relative clauses</b></li> <li>• Direct and reported speech</li> <li>• <b>Semi-colon and dash to mark the boundary between clauses</b></li> </ul>
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<ul style="list-style-type: none"> <li>Coordinating and subordinating conjunctions</li> <li>Usually written in past tense</li> </ul>	<p><b>headings, bullet points, underlining]</b></p>				
<p><b>Non-Fiction Vocabulary</b> Succession, prohibited, loathe, oppressive, sabotage and contradiction</p>	<p><b>Non-Fiction Vocabulary</b></p>	<p><b>Non-Fiction Vocabulary</b></p>	<p><b>Non-Fiction Vocabulary</b></p>		<p><b>Non-Fiction Vocabulary</b></p>
<p><b>Non-Fiction Invention : Alan Turing Little People Big Dreams</b></p>	<p><b>Non-Fiction Invention: Letter reply from a loved one</b></p>	<p><b>Non-Fiction Invention: How has women's roles in society changed over time?</b></p>	<p><b>Non-Fiction Invention: Influential Women – Pauline Black</b></p>		<p><b>Non-Fiction Invention: Recount about time at Southfields</b></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><b>Poetry</b></p> <p><b>Blackout Poetry</b></p>	<p><b>Poetry</b></p> <p><b>Figurative language Poetry</b></p> <p>Wilfred Owen – Dulce et Decorum est</p>	<p><b>Poetry</b></p> <p><b>Nonsense Poetry</b></p> <p>The Jabberwacky – Lewis Carroll</p>	<p><b>Poetry</b></p> <p><b>Performance Poetry</b></p> <p>George the Poet</p>		<p><b>Poetry</b></p> <p><b>Narrative Poetry</b></p> <p>The Highway Man – Alfred Noyes</p>
<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic :</p> <p>Book Links:</p> <p>Writing:</p>