

Year 6 Literacy curriculum overview

Unit	Unit focus	PNS strand objectives
<p>1 Fairytales, Fantasy and Beyond <i>Fantasy and fairy stories</i></p>	<p>Speaking and listening: Use discussion and feedback to explore different genres; tell and evaluate oral stories. Reading: Understand how genres use certain types of character and formulaic plots that follow a clear plan. Writing: Write a short story using the features of a chosen genre. Assessment focus: writing a story in a chosen genre</p> <p>Curriculum links Citizenship: Children's rights - human rights; Living in a diverse world</p>	<ol style="list-style-type: none"> 1. Speaking: Use a range of oral techniques to present ... engaging narratives; Tailor the structure, vocabulary and delivery of a talk or presentation so that it is helpfully sequenced and supported by gesture or other visual aids as appropriate; Use techniques of dialogic talk to explore ideas 2. Listening: Analyse and evaluate how speakers present points effectively through use of language and gesture 3. Group discussion: Understand and use a variety of ways to criticise constructively and respond to criticism 4. Drama: Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires 6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 7. Understanding and interpreting text: Appraise a text quickly, deciding on its value, quality or usefulness; Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact 9. Creating and shaping text: Set their own challenges to extend achievement and experience in writing; Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing 10. Text structure and organisation: Use varied structures to shape and organise text coherently; Use paragraphs to achieve pace and emphasis 11. Word structure and spelling: Express distinctions of meaning ... by constructing sentences in varied ways
<p>2 Heroes and Villains <i>Spy fiction</i></p>	<p>Speaking and listening: Use feedback techniques to evaluate reading and writing, and to support the creative writing process. Reading: Understand how genres use character types and plot formulas. Writing: Write a short story using the features of a specific genre. Assessment focus: writing a spy thriller</p> <p>Curriculum links Design and Technology: Draw plans for the design of a spy gadget Citizenship: Discuss responsibilities and responses when people are threatened by others' actions on the world</p>	<ol style="list-style-type: none"> 1. Speaking: Use the techniques of dialogic talk to explore ideas, topics or issues 3. Group discussion: Understand and use a variety of ways to criticise constructively and respond to criticism 4. Drama: Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension 6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 7. Understanding and interpreting text: Understand how writers use different structures to create coherence and impact 9. Creating and shaping text: Set their own challenges to extend achievement and experience in writing; Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary

		<p>features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise text coherently; Use paragraphs to achieve pace and emphasis</p> <p>11. Sentence structure and punctuation: Express subtle distinctions of meaning ... by constructing sentences in varied ways</p>
<p>3 This is Your Life <i>Biography and autobiography</i></p>	<p>Speaking and listening: Evaluate how speakers present points effectively.</p> <p>Reading: Evaluate, read, interpret and select information and distinguish between fact and opinion.</p> <p>Writing: Write a biography to suit a particular audience and purpose.</p> <p>Assessment focus: writing a biography</p> <p>Curriculum links</p> <p>History: What was it like for children in the Second World War?</p>	<p>1. Speaking: Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>2. Listening: Analyse and evaluate how speakers present points effectively through language and gesture</p> <p>6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</p> <p>7. Understanding and interpreting text: Appraise a text quickly; Understand underlying themes, causes and points of view</p> <p>9. Creating and shaping text: Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p> <p>11. Sentence structure and punctuation: Express subtle distinction of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p>
<p>4 The Power of Imagery <i>Personification in poetry</i></p>	<p>Speaking and listening: Use the techniques of dialogic talk to explore ideas.</p> <p>Reading: Explore how poets use powerful forms of imagery including personification.</p> <p>Writing: Write poetry using personification and simile and metaphor.</p> <p>Assessment focus: writing a poem personifying rain</p> <p>Curriculum links</p> <p>Geography: Connecting ourselves to the world</p>	<p>1. Speaking: Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</p> <p>7. Understand and interpret texts: Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact</p> <p>9. Creating and shaping texts: Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p>
<p>5 A Quest for Adventure <i>Quest adventure stories</i></p>	<p>Speaking and listening: Use dialogue to explore ideas, listen and respond constructively.</p> <p>Reading: Understand the features of the quest adventure genre, and the effect of having different reading pathways in a text.</p> <p>Writing: Write a short branching text with different reading pathways, using elements of a specific genre.</p> <p>Assessment focus: writing a quest adventure</p> <p>Curriculum links</p>	<p>1. Speaking: Use techniques of dialogic talk to explore ideas, topics or issues</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</p> <p>7. Understanding and interpreting texts: Understand how writers use different structures to create coherence and impact</p> <p>8. Engaging with and responding to texts: Sustain engagement with longer texts,</p>

	<p>History: Who were the ancient Greeks?</p>	<p>using different techniques to make the text come alive</p> <p>9. Creating and shaping texts: Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing; Integrate words, images and sounds imaginatively for different purposes</p> <p>10. Text structure and organisation: Use varied structures to shape and organise text coherently</p> <p>11. Sentence structure and punctuation: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways; Use punctuation to clarify meaning in complex sentences</p> <p>12. Presentation: Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>
<p>6 Getting the Facts Straight <i>Writing in a journalistic style</i></p>	<p>Speaking and listening: Use a range of oral and drama techniques to present news reports.</p> <p>Reading: Engage with texts that can be used to inform, persuade, mislead and sway the reader.</p> <p>Writing: Use journalistic techniques to write news reports.</p> <p>Assessment focus: writing a radio news report</p> <p>Curriculum links</p> <p>Geography: Passport to the world (television news reporting), What's in the news?</p>	<p>1. Speaking: Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>2. Listening: Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose</p> <p>6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</p> <p>7. Understanding and interpreting text: Appraise a text quickly; Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</p> <p>9. Creating and shaping text: Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p> <p>11. Sentence structure and punctuation: Express subtle distinction of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p>
<p>7 How to Write Like an Author <i>Different authorial voices and styles</i></p>	<p>Speaking and listening: Use a range of oral and aural techniques to investigate the writing styles of different authors, including drama and reading with expression.</p> <p>Reading: Identify and describe the writing styles of different authors.</p> <p>Writing: Write an imaginative story experimenting with some of the author techniques identified.</p> <p>Assessment focus: writing a chapter in the style of an author</p> <p>Curriculum links</p> <p>Citizenship: Children's rights - human rights</p>	<p>1. Speaking: Use a range of oral techniques to present ... engaging narratives</p> <p>2. Listening and responding: Listen for language variation in informal contexts; Analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>7. Understanding and interpreting texts: Understand underlying themes, causes and points of view</p> <p>8. Engaging with and responding to texts: Read extensively and discuss personal reading with others, including in reading groups; Sustain engagement with longer texts, using different techniques to make the text come alive</p> <p>9. Creating and shaping texts: Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features</p>

		<p>10. Text structure and organisation: Express subtle distinctions of meaning by constructing sentences in varied ways</p>
<p>8 The Great Debate <i>Non-fiction: Presenting a balanced argument</i></p>	<p>Speaking and listening: Participate in a whole-class debate using the language of debate. Reading: Study how effective arguments are constructed in journalistic writing. Writing: Write a balanced report on a controversial issue. Assessment focus: writing a guide for parents on the use of computer games by children Curriculum links Citizenship: Choices; In the media</p>	<p>1. Speaking: Use a range of oral techniques to present persuasive arguments; Participate in whole-class debate using the conventions and language of debate, including standard English 2. Listening: Analyse and evaluate how speakers present points effectively through use of language and gesture 7. Understanding and interpreting texts: Understand underlying themes, causes and points of view 9. Creating and shaping texts: In non-narrative texts, establish, balance and maintain viewpoints 11. Sentence structure, punctuation: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p>
<p>9 Finding a Voice <i>Poetry</i></p>	<p>Speaking and listening: Use the techniques of dialogue to explore issues and respond to suggestions made when reading and writing poems. Reading: Understand how poets use different structures to create impact. Writing: Use varied structures to shape and organise poems. Assessment focus: writing a poem on an issue of concern Curriculum links Citizenship: Choices; Children's rights - human rights</p>	<p>1. Speaking: Use the techniques of dialogic talk to explore ideas, topics or issues 2. Listening and responding: Analyse and evaluate how speakers present points effectively through use of language 3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism 4. Drama: Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires; Consider the overall impact of a live or recorded performance, identifying dramatic ways of building tension 7. Understanding and interpreting texts: Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact 8. Engaging with and responding to texts: Read extensively and discuss personal reading with others, including in reading groups 9. Creating and shaping texts: Select words and language drawing on their knowledge of literary features and formal and informal writing 10. Text structure and organisation: Use varied structures to shape and organise texts coherently 12. Presentation: Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style; Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>
<p>10 Time Travelling <i>Short story with flashback</i></p>	<p>Speaking and listening: Use dialogue and role play to explore the events and characters' feelings in a story with flashback. Reading: Understand how writers use flashback in stories to create impact. Writing: Write a short story on an historical event and include flashback. Assessment focus: writing a short story using flashback</p>	<p>1. Speaking: Use a range of oral techniques to present persuasive arguments and engaging narratives 2. Listening and responding: Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose 7. Understanding and interpreting texts: Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact 9. Creating and shaping texts: Use different narrative techniques to engage and entertain the reader; Integrate words, images and sounds imaginatively for different purposes</p>

	<p>Curriculum links</p> <p>Citizenship: Children's rights -human rights; How do rules and laws affect me; Local democracy for young citizens</p>	<p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p>
<p>11 Walk to School <i>Non-fiction, formal writing</i></p>	<p>Speaking and listening: Listen and write notes on the key points of a non-fiction text; make oral presentations on an issue and discuss their effectiveness.</p> <p>Reading: Read and respond to non-fiction texts on an issue.</p> <p>Writing: Write a brochure or a web page using a combination of different non-fiction texts.</p> <p>Assessment focus: writing a brochure or website page on a local issue</p> <p>Curriculum links</p> <p>Citizenship: Taking part -developing skills of communication and participation</p> <p>Geography: How can we make our local area safer?</p>	<p>1. Speaking: Use the techniques of dialogic talk to explore ideas or issues</p> <p>2. Listening and responding: Identify ways in which spoken language varies according to differences in the context and purpose of its use</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>7. Understanding and interpreting texts: Understand how writers use different structures to create coherence and impact</p> <p>9. Creating and shaping texts: Select words and language drawing on their knowledge of literary features and formal and informal writing; Integrate words, images and sounds imaginatively for different purposes</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p> <p>11. Sentence structure and punctuation: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p> <p>12. Presentation: Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>
<p>12 Plays and Performance <i>Playscripts</i></p>	<p>Speaking and listening: Engage in discussion to explore themes and issues in plays and reflect on and respond to criticism given by others.</p> <p>Reading: Read and study plays to increase understanding of their structure and purpose.</p> <p>Writing: Write a play scene taking into account features of plays studied.</p> <p>Assessment focus: writing a scene for a play in which something unexpected happens</p> <p>Curriculum links</p> <p>Citizenship: Choices; Living in a diverse world</p>	<p>1. Speaking: Explore ideas, topics or issues</p> <p>2. Listening and responding: Analyse and evaluate how speakers present points effectively through the use of language and gesture</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism; Adopt a range of roles in discussion and contribute in different ways such as promoting, opposing, exploring and questioning</p> <p>4. Drama: Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires; Devise a performance considering how to adapt the performance for a particular audience</p> <p>7. Understanding and interpreting texts: Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact</p> <p>9. Creating and shaping texts: Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently</p>
<p>13 Revision: Fiction <i>Planning and</i></p>	<p>Speaking and listening: Use discussion to evaluate and respond to each other's writing.</p> <p>Reading: Read texts to explore features, such as paragraphs and</p>	<p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>6. Word structure and spelling: Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on</p>

<p><i>writing fiction</i></p>	<p>sentence types, to use as models for own writing.</p> <p>Writing: Attempt short and longer writing tasks in a test situation.</p> <p>Assessment focus: writing a timed story using a newspaper article</p>	<p>screen</p> <p>7. Understanding and interpreting text: Appraise a text quickly, deciding on its value, quality or usefulness</p> <p>9. Creating and shaping texts: Set their own challenges to extend achievement and experience in writing; Use different narrative techniques to engage and entertain the reader; Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise text coherently; Use paragraphs to achieve pace and emphasis</p> <p>11. Sentence structure and punctuation: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways; Use punctuation to clarify meaning in complex sentences</p>
<p>14 Revision: Non-fiction <i>Planning and writing non-fiction</i></p>	<p>Speaking and listening: Use discussion and role play to explore non-fiction texts.</p> <p>Reading: Read and revise the features of different non-fiction text types.</p> <p>Writing: Write a discussion text and practise techniques for answering test questions.</p> <p>Assessment focus: writing a timed discussion text; answering questions on non-fiction texts</p> <p>Curriculum links</p> <p>Geography: The mountain environment</p>	<p>1. Speaking: Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>2. Listening and responding: Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>7. Understanding and interpreting texts: Understand how writers use different structures to create coherence and impact; Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</p> <p>9. Creating and shaping texts: In non-narrative, establish, balance and maintain viewpoints; Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>10. Text structure and organisation: Use varied structures to shape and organise texts coherently; Use paragraphs to achieve pace and emphasis</p> <p>11. Sentence structure and punctuation: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways; Use punctuation to clarify meaning in complex sentences</p>
<p>15 Revision: Poetry <i>Reading comprehension (poetry)</i></p>	<p>Speaking and listening: Discuss responses to a range of poems.</p> <p>Reading: Identify the different features of poems, including structure, organisation of ideas and the way language is used to create various effects.</p> <p>Writing: Record key features and personal responses to poems using a note-making frame.</p> <p>Assessment focus: answering questions on a poem</p> <p>Curriculum links</p> <p>Science: Interdependence and adaptation Section 6: Food chains</p>	<p>1. Speaking: Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>3. Group discussion and interaction: Understand and use a variety of ways to criticise constructively</p> <p>7. Understanding and interpreting texts: Understand underlying themes, causes and points of view; Understand how writers use different structures to create coherence and impact</p>