

## Literacy Planning Overview (Year 6-Fiction)

<u>Unit 1</u>	<b>Key writing purpose:</b>	<b><u>Recommended Reading:</u></b>
Autumn 1	<p><i>To retell the story of Robin Hood in role as Sir Guy of Gisborne. (legend)</i></p> <p>My new episode:</p> <ul style="list-style-type: none"> <li>retells the story in role as Sir Guy of Gisborne</li> <li>makes Robin Hood appear in a bad light by using negative descriptions (to show Guy of Gisborne's point of view)</li> <li>describes Sir Guy's motivations by <i>showing</i> the reader how he feels about Robin Hood rather than <i>telling</i>.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>includes expanded noun phrases to create ambitious descriptions, e.g. <i>that worthless, thieving peasant</i>.</li> </ul>	<p>The Adventures of Robin Hood - Marcia Williams Outlaw: the Story of Robin Hood - Michael Morpurgo Outlaw: The Legend of Robin Hood (graphic novel) - Tony Lee and Sam Hart</p> <p><b><u>Other Legends:</u></b> Arthur High King of Britain -Michael Morpurgo Beowulf Michael Morpurgo The King Arthur Trilogy</p> <p><b><u>Non-Fiction</u></b></p> <p>The Sherwood Bugle 'Good Day!'</p> <p>Children will study different types of journalistic texts to examine bias and balance, formal and informal writing, building up to the children writing and presenting their own TV news report.</p>

<u>Unit 2</u>	<b>Key writing purpose:</b>	<b><u>Recommended Reading:</u></b>
Autumn 2	<p><i>To write a poem in free verse which describes a sea creature, using extended metaphor and personification.</i></p> <p>My poem:</p> <ul style="list-style-type: none"> <li>creates unusual images, to make the reader see my creature differently</li> <li>describes the sea creature using simile, extended metaphor and personification</li> <li>experiments with rhythm by using repetition, alliteration and onomatopoeia.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Punctuation of bullet points</li> <li>Layout devices to structure text</li> </ul>	<p>Ted Hughes Collected Poems (or Children 100 Years of Poetry for Children chosen by Michael Harrison, Christopher Stuart-Clark The Orchard Book of Poems chosen by Adrian Mitchell The Rattle Bag edited by Seamus Heaney and Ted Hughes Jabberwocky - Lewis Carroll</p> <p><b><u>Non-Fiction</u></b></p> <p>'Should humans really rule the Earth?'; 'Animals Rule! but which one?'</p> <p>Children study how to create balanced arguments as well as exploring how to organise a persuasive paragraph.</p>

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<b>Unit 3</b>	<b>Key writing purpose:</b>	<b>Recommended Reading:</b>
Spring 1	<p><i>To write a story in a genre of my choice, using powerful imagery to build a picture of the setting in the reader's mind.</i></p> <p>My story:</p> <ul style="list-style-type: none"> <li>uses features typical of my chosen genre</li> <li>creates powerful and unusual images using simile, metaphor and personification</li> <li>uses a combination of narrator's voice and dialogue to move the story along.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Informal/formal speech, subjunctive</li> <li>Passive voice</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Ruby Red(or Look into My Eyes - Lauren Child Ringmaster - Julia Golding Goodnight Mister Tom - Michelle Magorian Coram Boy - Jamila Gavin</p> <p><b>Non-Fiction</b></p> <p>'Exotic Pets - the Facts and Figures' 'Are you sure you really want one?' 'Protection of Exotic Pets Society'</p> <p>Children will study examples of impersonal/formal writing, including work on the passive/ active voice in sentences, present tense and complex sentences. They will write short examples of formal/ impersonal texts. Finally, children will plan and enact a short role-play based on an encounter between a customs officer and someone they suspect is trying to smuggle an exotic animal.</p>

<b>Unit 4</b>	<b>Key writing purpose:</b>	<b>Recommended Reading:</b>
Spring 2	<p><i>To write a new short story with flashbacks, based on Gone Away!</i></p> <p>My story:</p> <ul style="list-style-type: none"> <li>uses time signals (backwards and forwards) to signal to the reader when things happen</li> <li>develops thoughts and feelings in the new episode that are appropriate to the characters of Leon and Brendan</li> <li>uses dialogue which sounds appropriate to the characters, and tells us something new about their friendship.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>includes dialogue which is punctuated correctly.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Tom's Midnight Garden - Philippa Pearce Stories about Friendship: Holes - Louis Sachar Wonder - R.J. Palacio Daisy Star, Doh La La! - Cathy Cassidy Stargirl- Jerry Spinelli Stig of the Dump - Clive King</p> <p><b>Non-Fiction</b></p> <p>'Alexander Selkirk Biography' (Biography and autobiography)</p> <p>Children will use a variety of resources to research a biographical subject. They will create a PowerPoint presentation of a biography and participate in peer evaluations. They will go on to write their own autobiographies.</p>

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<u>Unit 5</u>	<b>Key writing purpose:</b>	<b><u>Recommended Reading:</u></b>
Summer 1	<p><i>To write a new scene for the play, including a monologue for a new character I have created.</i></p> <p>My scene:</p> <ul style="list-style-type: none"> <li>builds a new character to represent the emotion of guilt</li> <li>includes a build-up and a resolution that develops a story and sustains tension</li> <li>includes speech and thoughts which are appropriate for the characters.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>uses adjectives to give depth and detail to the play script.</li> </ul>	<p>Zelah Green Queen of Clean- Vanessa Curtis</p> <p>Shine - Kate Maryon</p> <p>The Hunger Games - Suzanne Collins</p> <p><b><u>Non-Fiction</u></b></p> <p>'Make memory lapses a thing to forget!'; 'Memoraid'</p> <p>Children will study persuasive texts, looking at biased articles, advertorials and adverts. Children will write a scripted presentation and use it to persuade the class to vote either for or against the use of a brain boosting memory aid in schools.</p>

<u>Unit 6</u>	<b>Key writing purpose:</b>	<b><u>Recommended Reading:</u></b>
Summer 2	<p><i>To write a new episode for the story, exploring how Tomas would feel if he became separated from his parents during the conflict in the city.</i></p> <p>My story:</p> <ul style="list-style-type: none"> <li>includes thoughts and feelings which develop what we know about Tomas as he reacts to new events</li> <li>includes an incident and a resolution in the new episode</li> <li>uses all of the senses to describe vividly the bombed town.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>uses cohesive devices to link ideas across paragraphs, e.g. <i>repetition</i>, <i>adverbials</i> and <i>pronouns</i></li> <li>uses first person and past tense to tell the story from Tomas's point of view.</li> </ul>	<p>Singing for Mrs Pettigrew, War Horse, Private Peaceful- Michael Morpurgo</p> <p>The Silver Sword - Ian Serrailier</p> <p>Carrie's War - Nina Bawden</p> <p>When Hitler Stole Pink Rabbit Judith Kerr</p> <p>Just Henry - Michelle Magorian</p> <p><b><u>Non-Fiction</u></b></p> <p>. 'How does a story become a Manga graphic novel?'</p> <p>Children will study the non-fiction explanation text 'How does a story become a Manga graphic novel?' and write their own explanation on a book-based theme using a range of Internet sources.</p>