

Cassiobury Junior School Literacy Curriculum Map

Year 6

Autumn Term	Spring Term	Summer Term
<p><u>Suspense Writing Texts from other Cultures – Narrative 4 weeks</u> Oranges in No Man’s Land. Analysis of a chosen text building up to writing their own suspense narrative in week 3. Non-fiction report writing is included in this topic. Use of Cohesive devices to link ideas across paragraphs - repetition of a word or phrase, grammatical connections like adverbs such as on the other hand, in contrast or as a consequence.</p> <p><u>Poetry Vocabulary building – 2 weeks</u> The highway man. Build in recount and news report writing. Final outcome to read, write and perform a poem. Converting nouns or adjectives into verbs using Suffixes (ly, ate, ise, ify)</p>	<p><u>Narrative Workshop – 4 weeks</u> Clockwork Philip Pullman Analysis of the text working towards an outcome of several narratives on a similar theme each one developing a key narrative technique e.g. creating settings, characterisation, atmosphere, endings. Use of the passive voice to affect the presentation of information in a sentence - I broke the window in the green house versus The window in the greenhouse was (broken by me). This term including the use of ellipsis.</p> <p><u>Discussion Writing – 2 weeks</u> Balanced argument writing working towards creating a presentation of multiple arguments and presenting in the form of a debate. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Link to a topic current affair in Brazilian news - Geography topic.</p>	<p><u>Study skills</u> <u>End of Key Stage assessments – 4 weeks</u> Final preparations and SATs tests assessment week. How words are related by meaning as synonyms and antonyms. Use of the colon to introduce a list and use of semi colons within lists.</p> <p><u>Take one image – 1 weeks</u> A range of fiction and non-fiction writing using a picture as a source. Link to WW2 history topic. This topic will continue into next half term and form the final evidence for end of Key Stage writing assessments.</p> <p>How hyphens can be used to avoid ambiguity - man eating shark versus man-eating shark or recover versus re-cover.</p>
Half Term		
<p><u>Explanation text writing - Non Fiction 2 weeks</u> Link to Science The water cycle. Looking at models of explanation texts to use research skills to write their own information leaflet about a science concept / location. Building to including findings from scientific enquires, including causal relationships and explanations of and degree of trust in results. Use of Cohesive devices to link ideas across paragraphs - repetition of a word or phrase, grammatical connections like adverbs such as on the other hand, in contrast or as a consequence. Use of bullet points to list information.</p> <p><u>Text from Literacy Heritage 4 weeks</u> (including assessment week) (Narnia) Text study focuses on both fiction and non-fiction writing outcomes. Recount writing and discussion/persuasive writing are included. Use of Cohesive devices to link ideas across paragraphs - repetition of a word or phrase, grammatical connections like adverbs such as on the other hand, in contrast or as a consequence.</p>	<p><u>Persuasive writing – 3 weeks</u> Exploring different styles of persuasive writing and constructing an argument to persuade others of a point of view. Working towards writing a speech on an ethical debate linked to WW2 History topic. The difference between structures typical of informal speech and structures appropriate for formal speech writing e.g the use of question tags - He’s your friend isn’t he?, or the use of the subjunctive forms such as If I were or were they to come in some very formal writing or speech.</p> <p><u>Study Skills – 3 weeks</u> Preparations for Reading and Writing formal assessments. Use of the semi colon, colon and dash to mark the boundary between independent clauses e.g. it’s raining; I’m fed up.</p>	<p><u>Take one image – 2 weeks</u> A range of fiction and non-fiction writing using a picture as a source. Link to WW2 history topic. How hyphens can be used to avoid ambiguity - man eating shark versus man-eating shark or recover versus re-cover.</p> <p><u>Take one poet – 2 weeks</u> Research favourite poets and create responses to these. Suggested poet Benjamin Zephaniah. Outcome is to create an entry for a class poetry book to be shared in the Y6 leavers assembly. Converting nouns or adjectives into verbs using Suffixes (ly, ate, ise, ify)</p> <p><u>Y6 Production – 2 weeks</u> Performance, drama and speaking and listening skills focus.</p>