

Language & Literacy Long Term Plan

Year 6	Maafa		Frozen Kingdom		Britain at War	
Language and Literacy unit / Text	Gone Away! (Flashback story)	Book Study Journey to Jo'burg	Elephant in the Room	Robin Hood	I Believe in Unicorns	Book Study Goodnight Mr Tom
Baseline piece of writing (Only Autumn 1 and Summer 2)	Letter to the Head aspirations for the year 1 week First week					Letter to Head about achievements through Year (1 week) Final week
L & L fiction 1 st Writing 3 weeks	Flashback story	(setting /character description work through daily log) Diary entry	Story linked to mental health	Legend	Historical story	Diary Entry in role as a character from Goodnight Mr Tom.
Non-fiction 2 weeks 2 nd Writing	Biography linked to Maafa Black Lives Matter movement	Non - Chronological report linked to Cornerstones topic Develop 2 – Black Lives in Britain	Formal letter to government / MP about Climate Change (Links to Greta Thunberg)	No linked non-fiction due to SATs preparation	Newspaper Report – The Start of WW2	See baseline
3 rd Writing 1 week	See baseline	Persuasive speech – Abolish Slavery (combine text types to create hybrid texts)	Short adventure narrative Cornerstones Develop 1	Diaries - Shackelton Cornerstones Develop 2	Balanced argument Cornerstones Engage	Historical narratives incorporating flashbacks Cornerstones Develop
On-going grammar	<ul style="list-style-type: none"> - Manipulate sentences to create particular effects - Consciously control the use of different sentence structures for effect. - Select appropriate vocabulary and language effects - Identify the subject and object of a sentence - hyphens to avoid ambiguity 					
Grammar	<ul style="list-style-type: none"> - Formal and informal vocabulary - Blend action, dialogue and description within sentences - Deviate narrative from linear or chronological - Collect and use examples of perfect verbs - Use active and passive voice to achieve intended effects 	<ul style="list-style-type: none"> - Punctuate bullet points consistently - Colons to introduce lists - semi-colons within lists - Use devices to build cohesion between paragraphs in narrative eg. ad-verbials - Select appropriate register for formal and informal purposes - Explore subjunctive verb forms 	<ul style="list-style-type: none"> - active/passive voice - hyphens to avoid ambiguity - use ellipsis to link ideas - Use repetition of a word or phrase to link ideas - Select and use a range of organisation /presentational Devices - Explore subjunctive verb forms 	<ul style="list-style-type: none"> - Expanded noun phrases (re-cap) - Use semi colons to mark boundaries - Investigate synonyms and antonyms 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wide range of cohesive devices - active and passive voice to achieve intended effect - explore question tags - Consolidation as required from Assessment 	<ul style="list-style-type: none"> - Find examples of where authors have broken conventions to achieve effects. - - Make conscious choices about techniques to engage the reader

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		- explore question tags				
<p>4th writing task pm Wider Curriculum (2 linked to RE 2 linked Science 1 linked to other areas potentially art/DT in Spring)</p>	<p>Science – Explanation of the Circulatory System</p>	<p>Diary linked to RE (application of fiction unit) Journey through the Nativity from different perspectives.</p>	<p>Additional SPAG and Reading Skills in preparation for SATs</p>	<p>R.E. – Easter – Write a reflection – Who is Jesus and what does he mean to me?</p>	<p>SATs preparation</p>	<p>Science – Non- Chronological Report – The Five Kingdoms - Evolution and Inheritance</p>
<p>Trust-wide Literacy Festivals</p>	<p>Poetry Week Week beginning 17th October Performing Composition</p>					<p>Literacy Festival TBC</p>