

Literacy Coverage – Year 5/6

<p>Autumn 1 Topic: Ain't No Mountain High Enough</p>	<p>Autumn 2 Topic: Are we still Evolving?</p>	<p>Spring 1 Topic: Battles, Blackouts and the Blitz</p>	<p>Spring 2 Topic: A Pollution Solution</p>	<p>Summer 1 Topic: Is it Creepy , is it crawly?</p>	<p>Summer 2 Topic: Greece Lightning</p>
<p>Genre: Narrative (2 weeks)</p> <p>Harriet vs the Galaxy – Samantha Baines – (disability)</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> Use inverted commas for direct speech Ensure consistent and correct use of tenses To use fronted adverbials with a comma Begin to use parenthesis to add detail <p>Outcome: Children to write a small adventure that happens for Ware on camp</p>	<p>Genre: Setting description (2 weeks)</p> <p>Call of the Wild – Jack London</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> Develop a piece of writing drawing on reading and research where needed Describe setting and atmosphere to advance action (use commas in a list for adjectives and nouns) Use expanded noun phrases to convey complicated information Use perfect form of verbs to mark relationship of time and cause 	<p>Genre: Narrative (2 weeks)</p> <p>Blitzed – Robert Swindell (homelessness)</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> Consistently organise into paragraphs using fronted adverbs to signify a change of time or place Use a range of sentences openers, judging the impact or effect needed Use pronouns to avoid repetition Select between formal (subjunctive) and informal language (question tags) Use the perfect form of verbs to make relationships of time and cause (present, progressive and simple) 	<p>Genre: Narrative (2 weeks)</p> <p>The Dragon with a Chocolate Heart</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> Use complex similes and metaphors to create impact Add phrases to make sentences more precise and detailed Use modal verbs and adverbs to indicate degrees of possibility Use figurative language to create impact, tension and mood. <p>Outcome: Character Description</p>	<p>Genre: Narrative (2 weeks)</p> <p>A Shape Shifter – Feather and Fang – Ali Sparkes</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> Use a range of sentences opening, judging the impact or effect needed Use full range of punctuation matched to requirements of text type <p>Outcome: Story: Own shape shifter</p>	<p>Genre: Narrative</p> <p>Percy Jackson and the Lightning Thief</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> To use similes and metaphors to create mood and impact Use inverted commas and other speech punctuation to indicate speech To use parenthesis to add detail Use expanded noun phrases to convey complicated information concisely Use figurative language to create impact, tension and mood

Literacy Coverage – Year 5/6

	Outcome: Children to write a setting description	Outcome: Diary entry explaining what happened when George went back in time			Outcome: Character description built into the beginning of a story
Genre: Narrative Character Description	Genre: Narrative Letter from a character describing Buck and his behaviours	Narrative Setting Description – museum or bombed out London	Genre: Narrative Story – next chapter/adventure	Genre: Email	Genre: Diary entry
Genre: Non-Chronological report Key skills/tools: <ul style="list-style-type: none"> Use simple organisational devices to organise writing Use relative clauses Use pronouns to avoid repetition Use a colon to punctuate a list Use parenthesis to add detail Outcome: Non Chron report about the Alps (link with Geography)	Genre: Persuasive text (2 weeks) Key skills/tools: <ul style="list-style-type: none"> Express time, cause and place using conjunctions, adverbs and prepositions Use fronted adverbials with commas to vary sentence structure Use subordinate clauses to write multi- clause sentences Use the passive voice Use of subjunctive form 	Genre: Explanation text Key skills/tools: <ul style="list-style-type: none"> Create character and plot in a piece of narrative Consistently use correct speech punctuation Use a variety of sentence lengths to add effect Begin to use a wide range of devices to build cohesion within and across paragraphs Outcome: Explanation of sound – link to science	Genre: Instructions Key skills/tools: <ul style="list-style-type: none"> Use a variety of sentence types and lengths for effect Propose changes to punctuation and grammar for effect Use the passive voice Use organisational and presentational devices to structure text and guide reader 	Genre: Chronological report Key skills/tools: <ul style="list-style-type: none"> Begin to use semi-colon, colon to mark the boundary between independent clauses. Link ideas across and within paragraphs Begin to indicate degrees of possibility using adverbs and modal verbs Use semi-colon, colon or dash to mark the boundary 	Genre: Report Key skills/tools: <ul style="list-style-type: none"> Use fronted adverbials with commas to vary sentence structure Link clauses in sentences in sentences using a range of subordinating and co-ordinating conjunctions Use correct punctuation for bullet points Use subordinate clauses to write multi- clause complex sentences

Literacy Coverage – Year 5/6

	<p>Outcome: Write a letter to persuade Mrs. Cook to add particular playground equipment to the school play areas – link to DT</p>		<ul style="list-style-type: none"> • Use hyphens to avoid ambiguity • Use bullets points correctly <p>Outcome: Write a set of instructions to make a waistcoat – link to DT</p>	<p>between independent clauses.</p> <ul style="list-style-type: none"> • Use colon to introduce a list and semi – colons within a list <p>Outcome: Chronological report on a portrait artist – link to Art</p>	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely <p>Outcome: Report on Greek Civilisation</p>
--	------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------