

## Literacy Overview Year 6: Autumn Term – Weeks 1-6

### Non Fiction: Biographies and Autobiographies / Journalistic Writing-Newspapers

Research various famous people to write own biographies. Children write their own autobiographies using chronological order and CV format. Children look at features of newspapers and write and review articles.

Week	Strands 1-4 Speaking/Listening/ Drama	Strands 5-6 Word level	Strands 7-10 Text Level	Strands 11-12 Sentence/ Presentation
1/3	<p>Use the techniques of dialogic talk to explore ideas</p> <p>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose, topics or issues</p> <p>Devise a performance considering how to adapt the performance for a specific audience</p>	<p>Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</p> <p>Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen</p>	<p>Appraise a text quickly, deciding on its value/quality/usefulness</p> <p>Understand underlying themes, causes and points of view</p> <p>Understand underlying themes, causes and points of view</p> <p>Sustain engagement with longer texts, using different techniques to make the text come alive</p> <p>Set own challenges to extend achievement and experience in writing</p> <p>Use different narrative techniques to engage and entertain the reader</p> <p>Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>Use varied structures to shape and organise texts coherently</p>	<p>Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p>
4/6	<p>Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires</p>	<p>Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</p> <p>Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen</p>	<p>Appraise a text quickly, deciding on its value/quality/usefulness</p> <p>Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</p> <p>Compare how writers from different times and places present experiences and use language</p> <p>Use different narrative techniques to engage and entertain the reader</p> <p>Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>Use varied structures to shape and organise texts coherently</p>	<p>Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p> <p>Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</p> <p>Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>
Themes	<p>Adjectives, authors, autobiography/biography, characterisation, dialogue, diary entries, direct &amp; indirect speech, editing own work, illustrations, letter layout, note-making, oral discussion, punctuation, reviewing, role play, sequels, story structure, synonyms, thesaurus.</p>			