



ST. JOHN BOSCO RC PRIMARY SCHOOL

| Long Term Plan | | Reading | | | | Year Group: | 6 |
|--------------------|---|---|---|---|---|--|---|
| | Autumn Term | | Spring Term | | Summer Term | | |
| | 1st Half | 2nd Half | 1st Half | 2nd Half | 1st Half | 2nd Half | |
| Fiction | <ul style="list-style-type: none"> To read, compare and evaluate a play (print and film version) Evaluate the: <ul style="list-style-type: none"> ❖ <i>Plot</i> ❖ <i>Characters</i> ❖ <i>Scene</i> ❖ <i>Narration</i> ❖ <i>Dialogue</i> Identify and explain how writers can create atmosphere | <ul style="list-style-type: none"> Explore viewpoints in writing <ul style="list-style-type: none"> ❖ Identify narrator ❖ Change and explore the viewpoint ❖ How does the viewpoint affect the reader | <ul style="list-style-type: none"> Explore author and show an understanding of their styles, themes Articulate their own preference, style of an author and give reasons to support this | <ul style="list-style-type: none"> Show they can predict what might happen in texts Be able to justify their opinions and make references to the text | <ul style="list-style-type: none"> Summarise key events, details of the text using direct quotes to support this | <ul style="list-style-type: none"> Use developed reading strategies to: <ul style="list-style-type: none"> ❖ <i>Summarise</i> ❖ <i>Make notes, annotate</i> ❖ <i>Locate key information</i> | |
| Non-Fiction | <ul style="list-style-type: none"> Identify intended audiences and purposes of writing and how writer meets the intentions Describe layout and presentational devices Review range of non-fiction text types and characteristics suited to each | <ul style="list-style-type: none"> Explore how in non-fiction we can: <ul style="list-style-type: none"> ❖ <i>Control impersonal tone</i> ❖ <i>Use of present tense</i> ❖ <i>Use of passive voice</i> Demonstrate knowledge of levels of formality in non-fiction texts | <ul style="list-style-type: none"> Explain the use of persuasive devices used in non-fiction: <ul style="list-style-type: none"> ❖ <i>Rhetorical questions</i> ❖ <i>Persuasive definitions 'surely'</i> Recognise how arguments are constructed: <ul style="list-style-type: none"> ❖ <i>Sequence of points</i> ❖ <i>Persuasive</i> ❖ <i>Answering potential counter arguments</i> ❖ <i>Appealing to known audience</i> | <ul style="list-style-type: none"> Read and show understanding of official language: <ul style="list-style-type: none"> ❖ <i>Legal documents</i> ❖ <i>Footnotes</i> ❖ <i>Instructions</i> ❖ <i>Parenthesis</i> ❖ <i>Headings</i> ❖ <i>Appendices</i> Identify features of balances arguments <ul style="list-style-type: none"> ❖ <i>Summarise different sides of argument</i> ❖ <i>Strengths/weaknesses of views</i> ❖ <i>Include conclusion with personal view clearly</i> | <ul style="list-style-type: none"> Identify language and structure appropriate to non-fiction texts | <ul style="list-style-type: none"> Research a topic and produce an information piece that best suits it: <ul style="list-style-type: none"> ❖ <i>Notes</i> ❖ <i>Illustrations</i> ❖ <i>Data</i> Children to decide how to record, present it | |
| Poetry | <ul style="list-style-type: none"> Show evidence that they can interpret poems: Explain how they can create shades of meaning Justify their own views Identify themes Use appropriate vocabulary to describe ballads, raps, sonnet, narrative | <ul style="list-style-type: none"> Explain poets structure and how these can influence meaning Analyse and explain messages, moods, feelings and attitudes in poems | <ul style="list-style-type: none"> Explore surreal poetry Perform poems in relation to the poems meaning and form | <ul style="list-style-type: none"> Recognise how poets choose words: <ul style="list-style-type: none"> ❖ <i>For quality of sound</i> ❖ <i>For layers of meaning</i> | <ul style="list-style-type: none"> Explore poems where meaning is implied or it is multi-layered | <ul style="list-style-type: none"> Explore poems and how poets play with meaning research nonsense words and how we can attach meaning to them Develop performance poetry using actions, sounds ICT | |