



Year 6 Literacy Implementation

These statements are used to assess the impact our teaching intention and the progress of children during their learning journey.

	Autumn	Spring	Summer
Books	Narrative - Adolphus Tips Journalism - Newspapers Recount/Diary – evacuees Poetry – War Poetry (Autumn Journal, The Evacuee, Evacuee) Narrative – The Tin Forest	Narrative – Kensuke’s Kingdom Poetry – Benjamin Zephaniah Instructions – Levi Roots Narrative – A Thief in the Night	Persuasive writing SPAG and reading Narrative – Why the Whales Came Victorians Narrative – Cogheart
	<p>I can find evidence to explain characters’ emotions using inference and deduction.</p> <p>I know the impact on the meaning of a word when adding common prefixes and suffixes.</p> <p>I can learn the spellings of common homophones and other common spelling patterns.</p> <p>I can explain the literacy features of persuasive texts, poetry, recounts, letters, discussion texts and stories.</p> <p>I can explain how poets create images for a reader using figurative language.</p> <p>I can distinguish between fact and opinion and justify my choices.</p> <p>I can organise texts into paragraphs.</p> <p>I can use appropriate conjunctions to link explanation to ideas and help structure different texts.</p> <p>I can punctuate speech accurately.</p> <p>I can use main, subordinate and relative clauses to add description to a sentence.</p> <p>I can write in a range of genres for specific purposes: an engaging character description; a newspaper report; letters to persuade and complain; a discursive text; an adventure story; a story with a theme.</p>	<p>I can deduce facts and infer information from both fiction and non-fiction texts and support using evidence.</p> <p>I can compare stories and poems written by the same author and explain what I enjoyed.</p> <p>I can learn and perform poems by heart with tone and volume.</p> <p>I can formulate questions to help my understanding.</p> <p>I can identify different opinions about an event in a text.</p> <p>I can explain the impact of figurative language in poetry.</p> <p>I can explain the different forms of past tense.</p> <p>I can investigate the impact of changing clause positions in sentences.</p> <p>I can explain the techniques used by an author to create tension.</p> <p>I can use writing techniques to reader create empathy for a character.</p> <p>I can use persuasive techniques in a speech.</p> <p>I can write in a range of genres for specific purposes: a diary page; a recount; a story from a different perspective; a persuasive speech; a dialogue to move the plot of a story forward; a set of instructions.</p>	<p>I can use the context of a sentence or paragraph to decipher the meaning of unfamiliar words.</p> <p>I can retrieve key information from a text.</p> <p>I can make inferences about characters based on evidence.</p> <p>I can make predictions about a text based on evidence either stated or implied.</p> <p>I can summarise information succinctly.</p> <p>I can discuss and debate what I have enjoyed about a book.</p> <p>I can discuss what a sub-plot is and identify one in a novel and discuss its theme.</p> <p>I can use a thesaurus to develop the range of language used in my writing.</p> <p>I can explain the subject and object in a sentence.</p> <p>I can use the passive voice appropriately.</p> <p>I can select the correct verb form to show the link between actions and consequences.</p> <p>I can identify and use the phrases and techniques of persuasive writing.</p> <p>I can use sources, including the Internet, to research for an explanation text.</p> <p>I can write in a range of genres for specific purposes: a newspaper report; a formal speech; an explanation text; an advertising leaflet; a book review.</p>