**Literacy yearly overview... Year: 6 Term: Autumn 2019**

**KS2**

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|  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| **Hook/Extract/text/****Book/Author:** | War postersWar Game – Michael ForemanOne Boy’s War – Lynn Huggins-CooperWorld War 1 Witness accounts – Janice Anderson | First News Newspaper WW1/2.World War 1 Witness accounts – Janice AndersonExtract from ‘Twins of Auschwitz’ by Eva Mozes (page 123) Anne Frank by Josephine Poole and Angela Barrett/Rose Blanche Roberto Innocenti/A range of extracts from tetxs linked to children of the Holocaust/A range of poems from ‘I never saw another Butterfly - Hana Volavkova | Can We Save The Tiger?The Promise – Nicola Davies  | Romeo & Juliet – Andrew Matthews | Titanic Holiday brochures/reviews | Welcome to No- where – Elizabeth Laird |
| **Units/Genre:**Indicate whether it is a Write Stuff/Literacy Tree/Planning Framework and Teaching Tool or own unit. | **Unit 1:**Short recount to depict the atmosphere Enlisting for War**Unit 2:**Recounts – diary writing to depict the reality of war (Own) | **Unit 1:****Short write:**Viewpoints of the officer compared to the soldier – formal/informal voice.Newspaper report – report writing (Own)**Unit 2: (The children of WW2)**Speech from in the voice of Rose Blanche**Unit 3:**Poem in the voice of a Holocaust child | **Unit 1:**Persuasive speech**Unit 2:**Short storyOwn unit (Write Stuff approach applied) | **Unit 1:**Dairies/Letter**Unit 2:** Poetry  | **Unit 1:****Unit 2:**Holiday from hell review | **Unit 1:**Poetry about Refugees **Unit 2:**Persuasion letter |
| **Purpose:**  | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** | **Write to discuss****Write to entertain****Write to inform****Write to entertain****Write to engage****Write to influence/persuade** |
| **Final independent piece of writing** | **Unit 1:**Short story with a positive intent to show one of the characters form War Game enlisting for war.**Unit 2:**Diary extract in voice of a soldier to show the reality of war – negative intent.  | **Unit 1:**Newspaper to inform readers about the Christmas Truce**Unit 2:**Write an obituary/Write a creative Biography about Anne Frank informing the reader about her character and why she should be remembered.  | **Unit 1:****Unit 2:**Short story to retell the next thief’s story. | **Unit 1:**Diary in the voice of RomeoLetter in the voice of Juliet to her father.**Unit 2:**Descriptive poem about love and hate | **Unit 1:**Exploring writing to describe the inner thoughts of the character… (If I were…)Short story to retell plot points in the video. **Unit 2:**Horror story to describe finding yourself being trapped in a room – unexplained.  | **Unit 1:**Poem – In the shoes of a Refugee**Unit 2:**Should we turn Refugees away?Letter in voice of a refugee explaining their situation.  |
| **Audience**  | **Unit 1:**Year 6**Unit 2:**Year 6 | **Unit 1:**Year 6**Unit 2:**Year 6 | **Unit 1:**Parents/carers**Unit 2:**Year 5 | **Unit 1:**KS2 share writing **Unit 2:**KS2 share writing  | **Unit 1:**Year 6**Unit 2:**Year 6 | **Unit 1:**Elizabeth Laird the author**Unit 2:**Parents/Carers  |
| **Impact on reader** | **Unit 1:**Show the excitement some soldiers felt about enlisting.**Unit 2:**Empathy for and understanding for soldiers WW1 and show contrast from the excitement of enlisting. | **Unit 1:**To know more about events of the Christmas Truce. **Unit 2:**To make the reader have empathy for children of the Holocaust and understand what they went through.  | **Unit 1:**Empathy for the animals of our world and persuade people to think and do more for the animals of our world.**Unit 2:**To feel empathy for the character/feel hope that even when things feel bad things can change.  | **Unit 1:****Unit 2:**Entertain the reader – make them laugh/feel sad.  | **Unit 1:**Understand the inner thoughts of the character.**Unit 2:**Build tension and keep reader hooked and feeling anxious for the character.  | **Unit 1:**Have empathy and understanding for Refugees**Unit 2:**Have empathy and understanding for Refugees |
| **Cross curricular writing opportunities**  | German in the Woods – Short film (Literacy shed)Motivational speech – **influence/persuade** – looking at range of motivational/famous speeches e.g Winston Churchill/Martin Luther King.  | The children of WW2 - Poetry from children of the Holocaust – Book:I never saw another Butterfly – pupils to create own poems - **Write to engage** |  |  |  |  |
| **P4C Opportunities** | Should there have been a football truce during WW1?  | Should we still remember? Discussion |  | Theme – Good V’s Bad.Should family tell what choices to make in life? (Link to Romeo & Juliet  |  |  |

**Points to remember:**

* Teach units in whatever order you want, but you must: cover a range of genres/expose pupils to range of texts,books & authors and teach a range of skills/embed a range of skills across the units.
* Writing should cover a breadth of topics/themes/subjects to ensure all pupils are motivated, as if 1 topic is just covered there may be some pupils who are not interested in the topic, which could cause pupils to become disengaged in the writing and hinder progress. We also need to develop pupils’ knowledge of a range of topics both present and past or hot topics!
* Aim for 6 quality pieces of writing per term – there will also be short writes etc in Literacy exercise books.
* Writing across the curriculum should be an opportunity for pupils to apply writing skills they have been taught, writing genres they are familiar with and apply their knowledge of the subject they are writing about.