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| At St Michael’s Literacy is taught through text and media stimuli. Each year group has a list of recommended texts, drawn from key authors, classic stories, award winning literature and new favourites (you will find these at the end of this document). The texts and media are suggested for use during Literacy sessions – they have strong links, where possible, with the topics which they run alongside. We do recommend however, that teachers use their own professional judgement and adapt/change texts, or use alternate sources, where they consider it appropriate. Teachers will teach a range of genres through these texts. | | |
| **Spoken Word Pupils should be taught to:** | | |
| * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others |
| **Reading – Word reading**  **Pupils should be taught to:** | **Handwriting and presentation**  **Pupils should be taught to:** | **Writing – Grammar, Vocabulary and Punctuation**  **Pupils should be taught to:** |
| * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in **English Appendix 1**, both to read aloud and to understand the meaning of new words that they meet. | * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | **develop their understanding of the concepts set out in English Appendix 2 by:**   * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, thator with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in English Appendix 2   **indicate grammatical and other features by:**   * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semi-colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| **Writing - Transcription**  **Pupils should be taught to:** |
| Spelling(see [**English Appendix 1**](#EnglishAppendix1Spelling)**)**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often confused * use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus. |
| **Reading Comprehension** | | **Writing – Composition** |
| **Pupils should be taught to:**   * maintain positive attitudes to reading and understanding of what they read by: * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   **understand what they read by:**   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, * identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * explain and discuss their understanding of what they have read, including through formal presentations and debates, * maintaining a focus on the topic and using notes where necessary * provide reasoned justifications for their views. | | **Pupils should be taught to:**  **plan their writing by:**   * identifying the audience for and purpose of the writing, * selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, * considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   **draft and write by:**   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   **evaluate and edit by:**   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, * distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |

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| Recommended Texts and Media for Year 6  **Topics** | | | | | |
| **What is it made of?**  **(6 weeks)** | **Has there ever been a better time to live here?**  **(6 weeks)** | **Why do some creatures no longer exist? (9 weeks)** | **The Lady of Shalott**  **(3 weeks)** | **The Great UK Geographical Challenge (6 weeks)**  **Here we Go Again?**  **Mini-enterprise**  **( 6 weeks)** | |
| Text  Lost and Found - Shaun Tan  Danger is Everywhere  Stormbreaker Graphic Novel  Harry Potter and the Philosopher’s Stone.  Media | Text  Stig of the Dump  Goodnight Mr Tom  Carrie’s War  Raven Boy  Boy – Roald Dahl  Horrible Histories  Street Child  Media  Horrible Histories – clips on website  Victorian Diaries | Text  The Hunting of the Snark  An Elephantasy  The Extincts  Beetle Boy  The Lion, The Witch and The Wardrobe  My side of the Mountain  Media  David Attenborough’s Madagascar/and the Giant Egg/Galapagos | Text  The Lady of Shallot  Aaron Becker – Journey, Quest, Return (Imagery)  King Arthur: High King of Briton  Media | Text  Wolves in the Walls  Beekle – An Unimaginary Friend  Toms Midnight Garden Graphic Novel  Media | Text  Millions  The Tigerboy  The Boy and The Globe  Media  Girl and Robot Est.1892  Red Miss Take  The Inventor’s House - picture |
| Guidance from STA and DfE:  Writing is likely to be independent if it:  *Emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about.* | | | | | |