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| **SUMMER 2: YEAR 6**  **The Boy at the Back of the Class** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Non-chronological Report  (Refugees) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x? |
| **SKILLS LESSON:** | * In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations.   A common structure includes:   * An opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...) * A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.   For example:   * It’s qualities (Like most birds, sparrows have feathers.) * It’s parts and their functions (The beak is small and strong so that it can ...) * It’s habits/behaviour/ uses (Sparrows nest in...) * Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms. E.g. the habitat of wood mice rather than where they live when writing in the style of encyclopaedia entry. * The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in… Sharks are hunted…. Children were taught…. * Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions. |
| **GRAMMAR FOCUS:** | Active/passive voice  Cohesion  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect. * Can use implicit links within text, e.g. referring back to a point made earlier or forward to more detail yet to come. * Can sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. |
| **WRITING OUTCOME 2** | | |
| **WRITING OUTCOME:** | Newspaper Report  (War) | |
| **READING LESSONS:** | ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? | |
| **SKILLS LESSON:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. Some additional detail about each event (He was surprised to see me.) * Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) * Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. * Use of the past perfect progressive form of verbs e.g. the children had been singing…. we had been hoping * Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary. * Some forms may use the present tense, e.g. informal anecdotal storytelling ‘just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however | |
| **GRAMMAR FOCUS:** | Past perfect progressive  Adapting formality  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* | |
| **SPELLING RULE:** | *See spelling overview.* | |
| **MODELLING:** | * Can use two or more stylistic features to create effect within the text, e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, groupings, elaboration, nominalisation, impersonal voice, universal appeal (such as ‘Everyone agrees that…’). * Can sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. * Can use a range of techniques to interact or show awareness of the audience, e.g. action, dialogue, quotation, aside, suspense, tensions, comment. | |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Narrative  (Emotional response to a journey) |
| **READING LESSONS:** | ***2g Author choice of words***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does the word 'x' tell you about 'y'? * Find two or three ways that the writer tells you 'x'. * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By writing a line in this way what effect has the author created? * In the story, 'x' is mentioned a lot. Why? * The writer uses words like … to describe …. What does this tell you about a character or setting? * What other words/phrases could the author have used? * The writer uses …words/phrases to describe … How does this make you feel? * What do you think the writer meant by… 'x'?   ***2e Prediction***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x? |
| **SKILLS LESSON:** | * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. * Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. * Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language. * Dialogue is used to convey characters’ thoughts and to move the narrative forward. By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. * The passive voice can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc. * Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc. * Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching… I had been dreaming of riding a unicorn all my life… * Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. * Colons, semi-colons and dashes can be used to separate and link ideas. |
| **GRAMMAR FOCUS:** | Punctuating speech  Semi-colons  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use pertinent and precise detail as appropriate. * Can use a wide range of ambitious vocabulary accurately and precisely (they should be words that are not usually used by a child of that age). * Can use complex groupings for effect, before or after the verb. (For example: ‘How I love the warmth of the summer breeze, the lapping of the waves and the soft swishing of the sand beneath my sandals.’) There may only be one example. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Biography  (Famous refugee/ Onjali Q. Rauf) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS LESSON:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. Some additional detail about each event (He was surprised to see me.) * Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) * Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. * Use of the past perfect progressive form of verbs e.g. the children had been singing…. we had been hoping * Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary. * Some forms may use the present tense, e.g. informal anecdotal storytelling ‘just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however |
| **GRAMMAR FOCUS:** | Adverbials for cohesion  Parenthesis  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc. * Can use a wide range of conventions appropriately to the context, e.g. paragraphs, sub and side headings, addendum, footnote, contents etc. * Can use clauses confidently and appropriately for audience and person. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Diary  (Character/event from the text) |
| **READING LESSONS:** | ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS LESSON:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. Some additional detail about each event (He was surprised to see me.) * Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) * Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. * Use of the past perfect progressive form of verbs e.g. the children had been singing…. we had been hoping * Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary. * Some forms may use the present tense, e.g. informal anecdotal storytelling ‘just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however |
| **GRAMMAR FOCUS:** | Sophisticated conjunctions  Characterisation (Consider the character’s features/personality etc.)  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use a wide range of sophisticated conjunctions including adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes. * Can use clauses confidently and appropriately for audience and person. * Can sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Persuasive Advertisement  (To support a refugee charity) |
| **READING LESSONS:** | ***2h Comparison***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Describe different characters' reactions to the same event in a story. * How is it similar to …? * How is it different to …? * Is it as good as …? * Which is better and why? * Compare and contrast different character/settings/themes in the text * What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?   ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x? |
| **SKILLS LESSON:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. * Adapt degrees of formality and informality to suit the form of the text (see vocab choices). The second person is also useful for appealing to the reader in a more informal piece of writing e.g. this is just what you’ve been looking for. * The passive voice can be used in some formal persuasive texts e.g. It can be said… It cannot be overstated… * Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales… * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that….So it’s clear…Therefore |
| **GRAMMAR FOCUS:** | Subjunctive form  Degrees of formality  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can consciously vary levels of formality according to purpose and audience. * Can use two or more stylistic features to create effect within the text, e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, groupings, elaboration, nominalisation, impersonal voice, universal appeal (such as ‘Everyone agrees that…’). * Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect. |