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| **SPRING 1: YEAR 6**  **The Legend of Podkin One-Ear** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Formal Letter |
| **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?   ***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:** | * 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 * 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. |
| **GRAMMAR FOCUS:** | Shifting formality  Adverbials for 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 sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. * Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect. * Can use a wide range of sophisticated conjunctions including adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Recount  (Events from a character’s perspective) |
| **READING LESSONS:** | ***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?   ***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? |
| **SKILLS:** | * Use paragraphs to organise ideas into logical sections * Effective use of expanded noun phrases * Modals can be used to suggest degrees of possibility e.g. This could be…. You should… You might want to… * Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. * 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:** | Variety of sentence structures  Using dialect  *\*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 always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect. * Can use clauses confidently and appropriately for audience and person. * Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Balanced Argument |
| **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?   ***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? |
| **SKILLS:** | * A statement of the issues involved and a preview of the main arguments;   + Arguments for, with supporting evidence/examples;   + Arguments against or alternative views, with supporting evidence/examples. * Another common structure presents the arguments ‘for’ and ‘against’ alternatively. * Discussion texts usually end with a summary and a statement of recommendation or conclusion. * The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials * Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented… * Use the passive voice to present points of view e.g. it could be claimed that…. It is possible that…some could claim that… * Adapt degrees of formality and informality to suit the form of the discussion e.g whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows. * Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales… * In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be useful for developing and linking these ideas. |
| **GRAMMAR FOCUS:** | Passive voice  Semi-colons for lists  *\*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 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 use clauses confidently and appropriately for audience and person. |
| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Debate |
| **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?   ***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:** | * A statement of the issues involved and a preview of the main arguments;   + Arguments for, with supporting evidence/examples;   + Arguments against or alternative views, with supporting evidence/examples. * Another common structure presents the arguments ‘for’ and ‘against’ alternatively. * Discussion texts usually end with a summary and a statement of recommendation or conclusion. * The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials * Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented… * Use the passive voice to present points of view e.g. it could be claimed that…. It is possible that…some could claim that… * Adapt degrees of formality and informality to suit the form of the discussion e.g whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows. * Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales… * In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be useful for developing and linking these ideas. |
| **GRAMMAR FOCUS:** | Vocabulary choices – persuasive/emotive language  Use of repetition for effect  *\*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 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 sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. |
| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Book Review |
| **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?   ***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:** | * Use paragraphs to organise ideas into logical sections * Effective use of expanded noun phrases * Modals can be used to suggest degrees of possibility e.g. This could be…. You should… You might want to… * Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. * 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:** | Paragraphing  Modal adverbials  *\*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 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. * Can use implicit links within text, e.g. referring back to a point made earlier or forward to more detail yet to come. |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Narrative |
| **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?   ***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:** | * 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:** | Past perfect progressive tense  Developing description  *\*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 range of techniques to interact or show awareness of the audience, e.g. action, dialogue, quotation, aside, suspense, tensions, comment. * Can write with maturity, confidence and imagination. * Can use pertinent and precise detail as appropriate. |