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| **AUTUMN 1: YEAR 6****Goodnight Mister Tom** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Character Description (Mr Tom/Willie) |
| **READING LESSONS:** | ***2b Retrieval*** Look for details that could be used to describe the character**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)?
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| **FEATURES:** | * Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.
* Show (not tell) how characters’ feel by what they do, say or think e.g. “NO!!! He yelled, snatching the telephone receiver.
* Use parenthesis to reveal (show not tell) a character’s true feelings. Can be effective when outward appearances contrast with what’s going on inside. Jack, quivering and shaking, reached for the dagger.
* Use past progressive forms to reveal additional information about a character’s feelings/thoughts/wishes. E.g. James had been frightened of spiders ever since he found one in his bed when he was young.
* When discussing characters, use adverbials to create cohesion within paragraphs e.g. James had been frightened of spiders ever since he was young. Despite this…
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| **GRAMMAR FOCUS:** | Punctuating parenthesis(Dashes, brackets, commas)Tenses* Past progressive

*\*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 write neatly, legibly and accurately, usually maintaining a joined style.
* Can use the full range of punctuation accurately and precisely.
* 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 2** |
| **WRITING OUTCOME:** | Setting Description(The aftermath of the Blitz/a bombed street) |
| **READING LESSONS:** | ***2g Meaning enhanced through choice of words/phrases***Look for words/phrases that give details.**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'?

***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?
 |
| **FEATURES:** | * Use a character’s reaction or the author’s comments to show the effect of a description e.g. Paul beamed from ear to ear.
* Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train.
* Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches.
* Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars.
* Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security.
* Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.
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| **GRAMMAR FOCUS:** | Vocabulary choices* Using precise vocabulary
* Finding appropriate synonyms
* Refining choices

Types of nouns* Common
* Proper
* Collective
* Abstract
* Concrete

*\*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 open and close writing in interesting, unusual or dramatic ways, when appropriate.
* Can use complex groupings for effect before or after the verb.
* Can use pertinent and precise detail as appropriate.
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| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Persuasive Poster(Evacuating children) |
| **READING LESSONS:** | ***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)?

***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?
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| **FEATURES:** | * 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
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| **GRAMMAR FOCUS:** | Active and passive voiceModal verbs*\*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 vary font for effect and emphasis when appropriate.
* Can use a wide range of sophisticated conjunctions including adverbs and prepositions.
* Can sustain a convincing viewpoint throughout the piece of writing.
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| **WRITING OUTCOME 4** |
| **WRITING OUTCOME:** | Instructions(How to survive an air raid) |
| **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 vocabularyContext- 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?
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| **FEATURES:** | * Heading and subheadings used to aid presentation
* Parenthesis can be used to add additional advice e.g. (It’s a good idea to leave it overnight if you have time)
* Relative clauses can be used to add further information e.g. add further decorations to the Christmas tree, which can be home-made or shop bought….
* Modals can be used to suggest degrees of possibility e.g. you should… you might want to…
* Use layout devices to provide additional information and guide the reader e.g. diagrams, bullet points, numbers or letters will help the reader to keep track as they work their way through each step.
* Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks ‘separate the egg yolks, putting the whites to one side, and add to the mixture.’ Or for a website aimed at the beginner. ‘Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)’
* Create cohesion across the text using a wide of cohesive devices including layout features to guide the reader
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| **GRAMMAR FOCUS:** | ColonsFormality of language* Looking at structuring formal/informal sentences and not just the language

*\*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 the full range of punctuation accurately and precisely.
* Can use a wide range of conventions appropriately to the context.
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| **WRITING OUTCOME 5** |
| **WRITING OUTCOME:** | Playscript(Mr Tom teaching Willie to read and write) |
| **READING LESSONS:** | ***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)?

***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?
 |
| **FEATURES:** | * 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.
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| **GRAMMAR FOCUS:** | Subjunctive formRelative clauses*\*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.
* Can consciously vary levels of formality according to purpose and audience.
* Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect.
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| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Narrative(Inclusive of flashbacks) |
| **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'?

***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)?
 |
| **FEATURES:** | * 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.
* Try to show rather than tell, for example, show how a character feels by what they say or do.
* Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.
* 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.
* Use figurative language to create a mood e.g. The fog shrouded the houses like.
* Use a trigger to catch the reader’s interest e.g. someone wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives.
* Use a flashback or flash forwards.
* Adverbs can be used to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime…
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| **GRAMMAR FOCUS:** | Adverbs of possibilityFigurative language*\*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 use grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.
* Can use a wide range of ambitious vocabulary accurately and precisely.
* Can use implicit links within the text, e.g referring back to a point made earlier or forward to more detail yet to come.
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