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| **SPRING 2: Year 6**  **Floodland** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Persuasive Leaflet  (Theme park design project) |
| **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:** | * 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:** | Use of second person/emotive language  Complex sentences  *\*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 a wide range of sophisticated conjunctions including adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes. * 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 2** | |
| **WRITING OUTCOME:** | Narrative  (Suspense) |
| **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 LESSON:** | * Use strategies to hide the threat (see previous) * Use an abandoned setting or lull the reader with a cosy setting. * Personify the setting to make it sound dangerous e.g. The wind howled around her ears and branches tore at her coat as she fled the forest. – use the weather and/or time of day to create atmosphere. * Make your character hear, see, touch, smell or sense something ominous e.g. behind her, she could feel a strange presence. It was like something was watching her. * Switch between threat and victim to create drama e.g. the children froze, hidden behind the tree. The creature stopped. It sensed something…something. The children had a terrifying feeling that it knew they were there… * Surprise the reader with the unexpected. * Suggest something is going to happen over a series of sentences or paragraphs and create cohesion across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. * Slow the action by using sentences of three and drop in clauses e.g. The girl, terrified of making a noise, froze, held her breath and closed her eyes. * Use modals to slow the action and to create mood/ a sense of the unknown. E.g. The girl, froze, terrified. Could it see her? Could it sense her presence? Might this be the end? * Use adverbs of possibility to create a sense of uncertainty e.g. This was potentially fatal, the end was possibly in sight. |
| **GRAMMAR FOCUS:** | Personification  Adverbs of possibility  *\*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 sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. * 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). |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Explanation Text  (E.g., How is climate change impacting the UK?) |
| **READING LESSONS:** | ***2f Meaning linked to information and events***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Explain why a character did something. * Explain a character's different/changing feelings throughout a story. How do you know? * What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? * What is similar/different about two characters? * Why is 'x' (character/setting/event) important in the story? * What is the story (theme) underneath the story? Does this story have a moral or a message? * Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? * How does the title/layout encourage you to read on/find information?   ***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:** | * A title that shows what you are explaining, perhaps using why or how. * Include images or other features to help the reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. * Use the first paragraph to introduce what you will be explaining. * Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You’ll be surprised to know that…Have you ever thought about the way that…? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream…. * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. * The passive voice can also be used e.g. gases are carried. * Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight…. |
| **GRAMMAR FOCUS:** | Cohesive devices  Parenthesis for extra information  *\*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 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…’). |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Eye-witness Recount  (Character’s perspective of events) |
| **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?   ***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 LESSON:** | * 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:** | Expanded noun phrases  Modal 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 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. * Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect. * Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Poetry - Sonnets |
| **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'?   ***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:** | SEE POETRY DOCUMENT |
| **GRAMMAR FOCUS:** | Standard English  Olde English  *\*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 always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect. * 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). |