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| **AUTUMN 2: YEAR 6**  **Goodnight Mister Tom** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Informal Letter  (Between characters/as an evacuee etc.) |
| **READING LESSONS:** | ***2c Summarise***  Use this skill to help them gather information for their letter. Should consider key events and the most important factors. Also look at character responses to these.  **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***  Base on character’s feelings around an event etc.  **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:** | Cohesive Devices  Tenses   * Past perfect 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 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:** | Non-chronological Report |
| **READING LESSONS:** | ***2b Retrieval***  Look for details that could be used to within writing  **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?   ***2f Meaning linked to information and events***  Base on character’s feelings around an event etc.  **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? |
| **SKILLS:** | * 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:** | Passive Voice  Punctuating 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 pertinent and precise detail as appropriate. * Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc. * Can use clauses confidently and appropriately for audience and person. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Diary  (Character’s perspective) |
| **READING LESSONS:** | ***2g Author choice of words***  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'?   ***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 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:** | Active and passive voice  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 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:** | Biography  (Anne Frank or another well-known individual relating to WW2) |
| **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:** | * 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 |
| **GRAMMAR FOCUS:** | Colons  Formality 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:** | Persuasive Letter  (From Lord Kitchener – encouraging men to join up) |
| **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:** | * 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  Vocabulary: Formal/informal  Focus on idioms 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 implicit links within text, e.g. referring back to a point made earlier or forward to more detail yet to come. * Can consciously vary levels of formality according to purpose and audience. * 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:** | Narrative  (Inclusive of flashbacks) |
| **READING LESSONS:** | ***2g Author choice of words***  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'?   ***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:** | * 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. * 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… * 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… |
| **GRAMMAR FOCUS:** | Subjunctive Form  Semi-colons/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 the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc. * 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 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 7** | |
| **WRITING OUTCOME:** | Explanatory Text  (Causes of WW2) |
| **READING LESSONS:** | ***2b Retrieval***  Look for details that could be used to within writing  **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/persuasive 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:** | * 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 it’s own food, can never take place without sunlight…. * A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. * The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. |
| **GRAMMAR FOCUS:** | Passive Voice  Punctuating 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 pertinent and precise detail as appropriate. * Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc. * Can use clauses confidently and appropriately for audience and person. |