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| **SUMMER 1: Year 6****The Highwayman** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Character Description (Describe Highwayman/Bess) |
| **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'?

Exploration of archaic language (use this term!)Pronouns (thee etc.)***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?

Discussion of historical context |
| **SKILLS LESSON:** | * Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.
* 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 other character’s comments or reactions to reveal character traits e.g. ‘She’s angry again’, whispered Kevin.
* Use a character who is hiding their feelings and discuss the contrast between outward words/ actions and internal thoughts e.g. Outwardly, he could seem unsure of himself, but inside he thought deeply and only ever acted if he was confident.
* 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.
* Use the subjunctive form to hypothesize about a character’s situation/thoughts/feelings. E.g. If James was ever going to overcome his fear of spiders….., If Sarah was ever going to win the trophy, then….
* 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:** | Relative ClausesSemi-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 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 use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc.
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| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Diary Entry(Bess/Tim) |
| **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)?
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| **SKILLS LESSON:** | * Written in the first person.
* 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
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| **GRAMMAR FOCUS:** | ColonsComplex 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 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 a wide range of sophisticated conjunctions including adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes.
* Can consciously vary levels of formality according to purpose and audience.
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| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Newspaper Report(Reporting on the events of the poem/Reporting on Stage Coach robberies) |
| **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?

***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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| **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
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| **GRAMMAR FOCUS:** | Active/Passive VoiceReported/Direct Speech*\*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:** | Persuasive Speech(Court Case: Persuading the judge during the trial of the Highway Man) |
| **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)?

***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?
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| **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
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| **GRAMMAR FOCUS:** | Subjunctive formParenthesis*\*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 sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.
* 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 5** |
| **WRITING OUTCOME:** | Drama – Performance Poetry |
| **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'?

***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?
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| **SKILLS LESSON:** | Features of performance poetry:* Recite stanza from memory
* Choral awareness (keeping together, keeping rhythm)
* Clear loud voice
* Expression in voice
* Good timing
* Sound effects where appropriate
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| **GRAMMAR FOCUS:** | Standard 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 spell all vocabulary correctly apart from rare technical or obscure words. (Must have used unusual, ambitious vocabulary that is spelt correctly.)
* Can open and close writing in interesting, unusual or dramatic ways, when appropriate.
* Can use clauses confidently and appropriately for audience and person.
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| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Narrative Poem(Create own narrative poem based on mystery/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?

***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?
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| **SKILLS LESSON:** | Features of a narrative poem:* Appropriate title that generates interest
* Language to create atmosphere and mood
* Personification/metaphors/similes
* Rhythm is natural/easy to follow
* Choice of language to engage the listener
* Chronological order

SEE POETRY WRITING DOCUMENT |
| **GRAMMAR FOCUS:** | Figurative languageSynonym language choices *\*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 or emphasis when appropriate (print, italics or capitalisation). There may only be one example.
* 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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