



YEAR 6

READING CURRICULUM



PREFIXES	
bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

YEAR 5/6 KNOW IT!

ROOTS/ROOT WORDS	
dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning	Prior Learning
SUFFIXES	
ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to available -able to be of	exist-to live ence-the quality of existence -the quality of	aggress-to attack ive-nature of aggressive -an attacking	photo-using light graph-to write photograph -to write with	micro-small scope-range microscope -an instrument

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to: • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet; • be fluent at word reading, in order to further develop their	Children should be taught to deepen their understanding of texts they read independently through: • making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read; • checking that the text makes sense to them and discussing their understanding; • asking questions to improve their understanding of the text; • identifying themes and conventions in a wide range of writing.	Children should be taught to deepen their understanding of texts they read independently through: • identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification; • expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; • identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.
GRAMMAR, STRUCTURE & LAYOUT Children should be taught to deepen their understanding of texts they read independently through: • identifying how language, structure and presentation contribute to meaning; • reading books that are structured in different ways.	Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this. RETRIEVAL • Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections. • Sequence increasing amounts of text e.g. across several pages or a chapter. • Distinguish between statements of fact and opinion. • Answer questions related to cause and effect. SUMMARISING • Summarising the main events or significant ideas from more than one paragraph both orally and in note-form. INFERENCE • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Make more detailed prediction about what might happen from details stated and implied.	EXPLORE, TEACH, PRACTISE Children should be taught to expand their vocabulary through: • exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; • exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context; • being explicitly taught the meaning and correct pronunciation of new words. For example, * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * discussing examples seen or heard before * making connections with word class. * using dictionary skills in order to check the meaning.
GRAMMATICAL FEATURES • Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. For example, varying verb tense: * use of progressive tense to build tension in a suspense story; * use of perfect tense to achieve a more formal tone; * use of present tense in non-narrative to ensure the text remains relevant. or verb choices: * use of modals to suggest possibility or probability; * use of imperatives for emphasis. or sentence structures: * Shorter fragments of sentences for emphasis; * Use of rhetorical questions to engage reader; * Repetitive use of same sentence structure for emphasis; * use of passive voice to shift emphasis/achieve formality.		

Broader Curriculum Objectives

Fluency & Intonation	Response to Text
• Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet. • Learn a wider range of poetry by heart. • Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	• Identify how language, structure and presentation contribute to meaning. • Recommend books that they have read, giving reasons for their choices. • Continue to read and discuss an increasingly wide range of texts. • Discuss and evaluate how authors use language and the impact it has on the reader. • Distinguish between fact and opinion. • Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary. • Participate in discussions about texts, building on their own and others' ideas and challenging views courteously.
PRIOR LEARNING YEAR 5 • Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace. • Read some Y5/6 exception words with automaticity. • Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes. • Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity. • Prepare readings using appropriate intonation to show understanding. • Know when to change emphasis and tone when reading aloud. • Vary pace according to purpose, audience and authorial intent. • Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly. • Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression. • Read silently and then discuss what they have read.	PRIOR LEARNING YEAR 5 • Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures. • Evaluate a text for relevance to purpose and audience. • Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts. • Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader . • Show further understanding of a wider range of figurative language features e.g. metaphor and personification. • Recommend books for peers in detail. • Explain how authors use evidence and supporting detail in text.
• Learn and recite a wider range of poems. • Read age-appropriate texts fluently and with confidence. • Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes. • Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. • Notice and respond to punctuation and phrasing when reading aloud. • Gain, maintain and monitor the interest of the listener. • Read a wide range of exception words and similar words that appear in texts with automaticity. • Integrate pausing, intonation, phrasing and rate, consistently and automatically.	• Listen to texts read to them for longer periods of time and sustain their reading of longer more challenging texts. • Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader. • Comment on what they have read and compare this to what they expected to read e.g. in relation to events, ideas etc. • As they read, identify, mark and annotate extracts which they think are significant. • Contribute constructively to discussion about reading, responding to and building on the views of others. • Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Provide reasoned justification for views.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.

PRIOR LEARNING YEAR 5

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

PRIOR LEARNING YEAR 5

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points.
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility.
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

- Independently locate information and provide reasoned justifications for views.
- Retrieve and summarise details to support opinions and predictions.
- Develop accuracy when answering 'find and copy' questions through having clarity about what is to be copied and the exact amount; scanning the text for the question language/ synonyms or pronouns and reading around the word or groups of words, to ensure that the correct information is copied.
- Routinely find accurate quotations/evidence from a whole text.
- Use skimming, scanning, reading around the text and text marking to support answers to questions, which require analysis.
- Generate own questions to follow a line of enquiry and make appropriate notes when researching.
- Summarise information from across a text, linking information by analysing and evaluating ideas between sections of the text.
- Make comparisons across different books in terms of key themes, characters or plot developments.
- Retrieve information from texts and evaluate its reliability and usefulness.

- Understand how a writer develops themes, ideas or points of view over a text.
- Make comparisons and draw contrasts between different elements of a text and across texts.
- Comment critically on how a writer uses language to simply ideas, attitudes and points of view.
- Understand what is implied about characters through the way they are presented, including through the use of a narrative voice, explaining how this influences the readers' view of characters.
- Discuss how characters change and develop through text by drawing inferences based on indirect clues.
- Make predictions, discussing the reason behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Confirm and modify predictions in light of new information.
- Identify the hints and suggestions that writers make through their words and phrases and the associations that these evoke.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.

APPLY IT

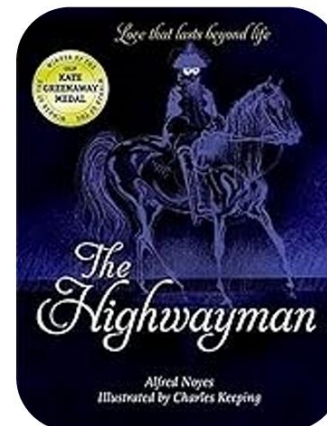
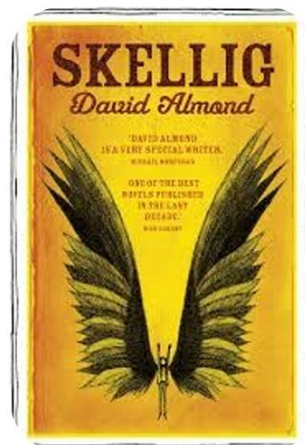
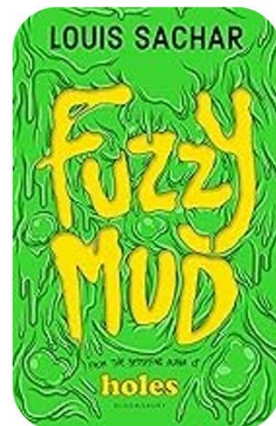
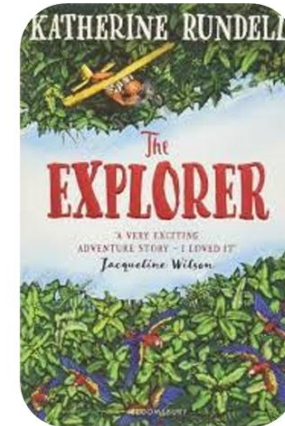
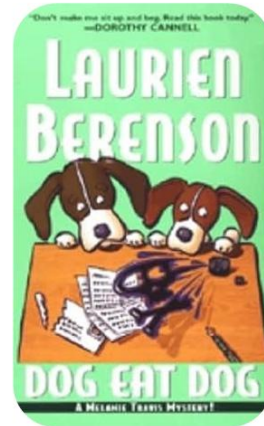
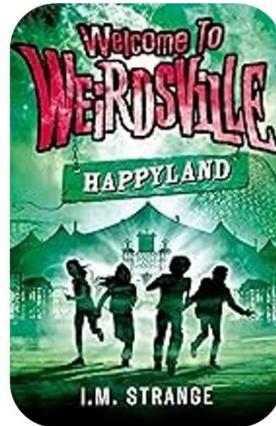
YEAR 6

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• Read for a range of purposes, learning a range of subject-specific vocabulary. • Familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; • Retrieve, record and present information from non-fiction, including note form; • Select relevant information in reference books including the use of contents and index to locate information; • Research topics of interest to develop their knowledge and/or in preparation for class experiences; • further develop knowledge and skills in reading non-fiction about a wide range of subjects.	• Frequently reading a wide range of texts both fiction and non-fiction; • Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; • Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; • Listening to whole books by authors they may not choose themselves; • Recommending books that they have read to their peers, giving reasons for their choices; • Learning a wider range of poetry by heart; • Exploring different types of figurative language e.g. similes, metaphors and personification.	• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

CLASS READS

YEAR 6





YEAR 6

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



KNOW IT

YEAR 6

SPELLING	
Hyphenated Words	When a hyphen is used to avoid ambiguity. <i>Recover, re-cover</i>
Synonym	A word which carries a similar meaning to another.
Antonym	A word which carries an opposite meaning to another.

New Learning	Prior Learning
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PUNCTUATION	
Ellipsis ...	A series of dots, usually three indicating the omission of words.
Hyphen -	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
Colon :	Used to precede lists, quotes and explanations.
Semi-colon ;	Links two independent clauses which are related.
Bullet Points ●	Used to separate items in a list; should be punctuated consistently.
Parenthesis	Word/phrase inserted to add explanation or asides - demarcated with either () " "
Bracket ()	Pair of punctuation marks surrounding word/figures
Dash -	Indicates a range or a pause.
Commas	Used to avoid ambiguity or clarify meaning.

SENTENCE STRUCTURE	
Passive	When the subject undergoes the action.
Active	When the subject performs the action.
Phrase	A groups of words which is part of, rather than the whole of, a sentence.
Cohesive device	Words and markers used to link the text and aid understanding.
Relative Clause	A type of subordinate clause which begins with a relative pronoun.
Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken.
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>

WORD CLASS	
Subjunctive	Relating to the mood of verbs; expressing what is imagined, wished or possible.
Indefinite Article	A determiner referencing a non-specific noun: <i>a, an</i> .
Definite article	A determiner referencing a specific noun. The only definite article is 'the'.
Auxiliary	Verbs used to form the tense and mood of other verbs: <i>have, be, do</i>
Relative Pronoun	A word which can introduce a relative clause: <i>who, whom, whose, that, which</i>
Personal Pronoun	Replaces the name of a person.
Modal Verb	A verb that expresses degrees of possibility or necessity.

TENSE			
Tenses	Past	Present	Future
Simple	I <u>did</u> my chores.	I <u>do</u> my chores.	I <u>will do</u> my chores.
Progressive	I <u>was doing</u> my chores.	I <u>am doing</u> my chores.	I <u>will be doing</u> my chores.
Perfect Simple	I <u>had done</u> my chores.	I <u>have done</u> my chores.	I <u>will have done</u> my chores.
Perfect Progressive	I <u>had been doing</u> my chores.	I <u>have been doing</u> my chores.	I will have been doing my chores.

SPELLING			HANDWRITING
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
Common Exception Words	Word Endings	Suffix Words	Write legibly, fluently and with increasing speed by: - choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; - choosing the writing implement that is best suited for the task. Ensure that the needs of left-handed children are considered ai ee ie ea er in aw uo ig air ing <u>Diagonal joiners without ascenders</u> al ot sh ch mb ed il wh ob ft rk ol <u>Diagonal joiners with ascenders</u> oa oo oi ou or <u>Horizontal joiners without ascenders</u> kn ly hi ki lo la ta ti lo ha di do <u>Horizontal joiners from ascenders</u>
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	- Endings which sound like ‘shus’ spelt like ~cious or ~tious. - Endings which sound like ‘shl’ ~cial, ~tial.	Add suffixes beginning with vowel letters to words ending in ~fer e.g. referring, referred. Referral etc.	
	Silent Letters	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly	
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Words with silent letters e.g. doubt, island, lamb, solemn, thistle, knight.		
	Letter Strings	Homophones	
	Word containing the letter string ~ough.	Homophones and other words that are often confused e.g. advice/advise device/devise licence/license practice/practise	
	Alternatives		
	Words with the ‘ee’ sound spelt ei after c e.g. deceive, conceive, receive etc.		

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 6	
In most cases:	
	the r is doubled if the ~fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the ~fer is no longer stressed e.g. reference, referee, preference, transference;
	the ‘i before e except after c’ rule applies to words where the sound spelt by ei is ‘ee’ e.g. deceive, conceive, receive, perceive, ceiling etc;
	if the root words ends in ~ce the ‘sh’ sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;
	use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
	when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se.

WRITING SKILLS

Grammar

Children should be taught to:

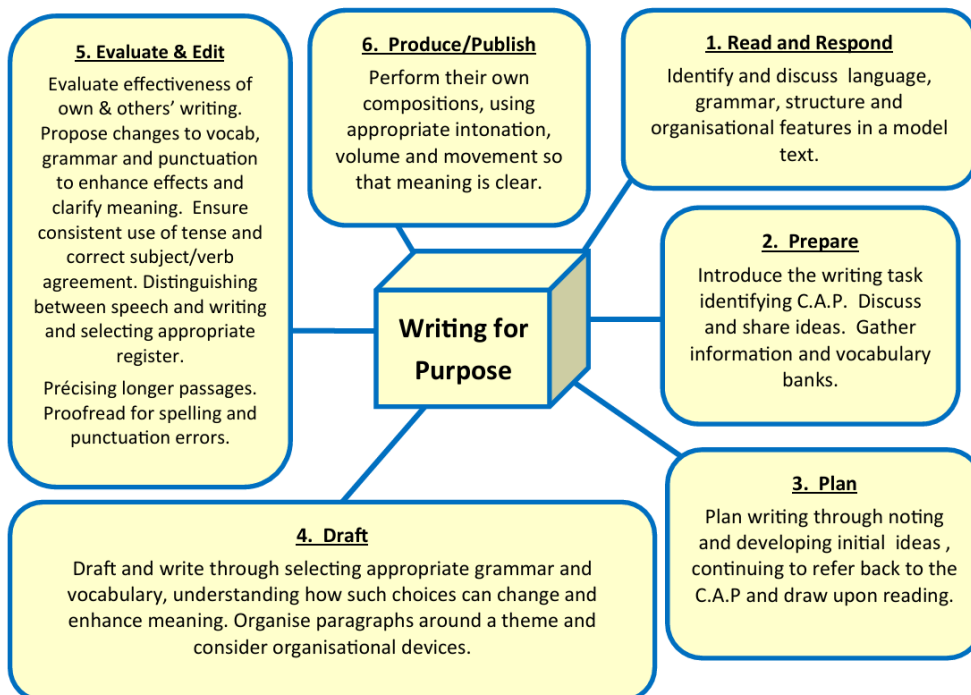
- use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as *on the other hand, in contrast*), ellipsis and layout devices such as headings, columns, bullets etc.;

- convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using adverbials of time, place and number;
 - use of tense to reference back or ahead, e.g. he had seen her before;
 - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
 - Indicating degrees of possibility using adverbs or modal verbs.

Punctuation

- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. *recover versus re-cover*;
- use of brackets, dashes or commas to indicate parenthesis.

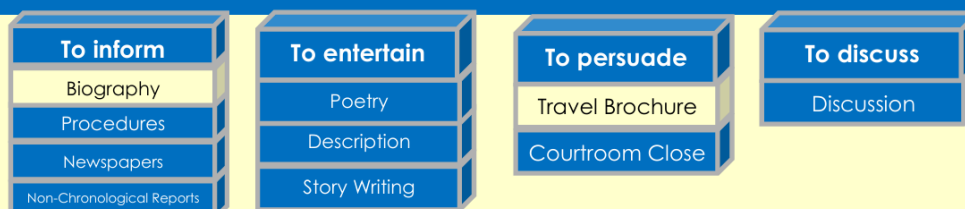
WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- showing awareness of language and grammar typical of informal speech and that appropriate for formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table-

Formal	Informal
Use of the subjunctive or passive form	Question Tags
Context specific vocabulary	Direct Addresses
Avoid contracted form	Vernacular Language
Perfect Tense	Contracted Form



APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

STORY WRITING

Children should be taught to:

Structure & Organisation

- create a title which hints at the theme;
- include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and ties together the threads of detail;
- organise writing into paragraphs;
- use a range of cohesive devices to aid flow;

Grammatical features

- select the correct tense and apply consistently (may vary);
- use a wide range of conjunctions to express, time, place and manner in varying positions;
- consistently maintain first or third person (may use second person to address the reader);
- use fronted adverbials to detail time/place;
- use expanded noun phrases to add detail;
- use multi-clause sentences for detail and single clause for effect;
- use direct speech/reported speech to advance the action and/or aid characterisation;

Language features

- use pronouns to avoid repetition and refer back;
- select vocabulary that matches the level of formality required.

POETRY

Children should be taught to: explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

They should be given the opportunity to plan, write and perform poetry.

Imagery

Children should be taught to:

- use figurative language to describe the subject;
- draw upon all senses to create a sensory experience for the reader including onomatopoeia;
- use precise and emotive vocabulary;
- choose whether to use rhyme.

An example of a poem which uses imagery is William Wordsworth's classic 1804 poem -

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

Pupils should also experience a range of poetry through the reading curriculum.

DESCRIPTION

Children should be taught to:

Structure & Organisation

- introduce the character, setting or object to the reader;
- describe unusual and distinctive features;

Grammatical features

- use the third person;
- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use pronouns to refer back to subject/object;

Language features

- use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect.
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail;
- use the power of three for effective repetition.

APPLY IT: TO INFORM

YEAR 6

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	RECOUNT DIARY	PROCEDURAL	BIOGRAPHY
Children should be taught to: Structure & Organisation - include a heading; - include an introduction to outline the topic; - include sub-headings; - use paragraphs to organise the information logically; - make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams; Grammatical features - use third person; - use mainly present tense; - include some use of the perfect tense; - use a range of conjunctions, in varied positions, to aid cohesion; - use modal verbs to indicate degrees of possibility; Language features - select appropriate vocabulary which matches the required level of formality; - use technical vocabulary to demonstrate factual knowledge; - use specific names of people or places; - use statistics to inform; - use noun phrases, adverbs and prepositions to provide specific, factual detail. - use pronouns to refer back to the subject; - use noun phrases and a variety of determiners to avoid repetition.	Children should be taught to: Structure & Organisation - include an opening which provides context and details feelings about the day/event; - organise the main body chronologically; - include only relevant/significant events and information; - include a closing paragraph which reveals the writer's feeling, hopes/fears for the future; Grammatical features - consistently use past tense although the present tense may be used for the opening and closing; - use first person consistently throughout; - include a range of conjunctions to aid cohesion; - use a full range of adverbials in varied positions; - use modal verbs to indicate degrees of possibility; - use the subjunctive mood to indicate hopes and desires; - use direct addresses such as question tags to draw the reader in; Language features - select appropriate vocabulary which matches the required level of formality; - use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings; - use pronouns to refer back.	Children should be taught to: Structure & Organisation - include a title which states the purpose; - include a statement which outlines the end goal/aim; - include an ingredients/resource/equipment list (may be bulleted); - keep the sentences concise so the reader can follow the steps/method easily; - use numbered or clearly logical steps to give clarity; - end with a closing statement which may include warnings and/or top tips; - include diagrams where appropriate; Grammatical features - use second person; - use present tense; - use adverbs to indicate time and place; - use of preposition to provide specific detail; - use imperative verbs to indicate importance; - use conjunctions to illustrate the sequence; - use causal conjunctions; - use modal verbs to indicate degrees of possibility; Language features - use determiners to aid precision; - use technical/subject specific language; - use noun phrases and pronouns to avoid repetition; - select appropriate vocabulary which matches the required level of formality; - use cautionary language for emphasis.	Children should be taught to: Structure & Organisation - include an opening which introduces the person and why they are significant; - organise paragraphs around key events chronologically in the person's life; - Include a closing paragraph which outlines what the future may hold or why this person will be remembered; Grammatical features - use past tense; - use third person; - use adverbs to indicate time and place; - use relative clauses to add further detail; - use a range of conjunctions, in varied positions, to aid cohesion; - use formal sentence structures to achieve impersonal tone; - use passive and active voice; Language features - use specific names of people or places; - use noun phrases to avoid repetition; - use pronouns to refer back to the subject; - use emotive vocabulary to convey and provoke feelings about the person life; - use subject-specific/context-linked vocabulary for authenticity; - use formal language to achieve impersonal tone.

APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO PERSUADE

TO DISCUSS

<u>COURT ROOM - CLOSING ARGUMENT</u>	<u>TRAVEL BROCHURE</u>	<u>DISCUSSION</u>
Children should be taught to: Structure & Organisation - include an opening which summarises the issue; - include a main body which includes logically organised paragraphs; - provide example and evidence for each point made; - include a conclusion which indicates opinion and directly appeals to the reader; Grammatical features - use past and present tense appropriately; - use second person to address the reader (the jury); - add a rhetorical question to cause the reader to consider the writer's view and to draw them in; - use subordinating conjunctions to express cause and effect; - use modal verbs to indicate necessity; - use subjunctive mood to express wish/desire/hope; Language features - use precise emotive language to emphasise feelings; - use technical vocabulary to convey knowledge and expertise; - use the power of three for effect; - use pronouns to avoid the repetition of proper nouns; - use active and passive voice; - use direct appeal to the reader; - use cautionary language to warn/emphasise.	Children should be taught to: Structure & Organisation - include an opening sentence which outlines the desirability of the destination; - use sub-headings/fact boxes to organise information; - select information to appeal to audience; - include images and slogans/taglines; - include a conclusion which reiterates why the reader should visit; Grammatical features - use present tense; - use of 2nd person pronoun 'you' to address the reader; - use a rhetorical question to draw the reader in; - use modal verbs to emphasise importance (should, must, ought); - use imperatives to indicate importance; Language features - maintain an appropriately informal style to connect with the reader; - use subject specific vocabulary to convey knowledge/expertise; - use expanded noun phrases to add detail; - use repetition to emphasise desirability; - use the power of three to describe.	Children should be taught to: Structure & Organisation - include a clear title which states the discussion topic (often a question); - include an opening paragraph which summarises the discussion; - use paragraphs to outline arguments for and against; - Use examples and evidence to support each point including some use of statistics; - include a conclusion which outlines the writer's position; Grammatical features - use third person consistently; - use mainly present tense; - use subordinating conjunctions to aid cohesion and express cause and effect; - use adverbials to link ideas/opinion; - use passive and active voice; Language features - use emotive language to emphasise points; - use technical vocabulary to convey knowledge and expertise; - use pronouns to avoid the repetition of proper nouns; - select appropriate vocabulary which matches the required level of formality; - use language of possibility and probability to speculate.