


Year Six – Autumn 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Quality Text & Interconnection	On the Origin of the Species & Darwin: An Exceptional Voyage Individuality, Empires & Monarchy, Displacement & Invasion & Social Change	Private Peaceful & Walter Tull Scrapbook Displacement & Invasion & Social Change	The London Eye Mystery Social Change & Individuality	A Story like the Wind Displacement & Invasion, Social Change, Religious & Cultural Diversity, Individuality & Environmental Impact	Shackleton's Journey Empires & Monarchy, Environmental Impact & Individuality	You Are Awesome & Go Big Individuality, Social Change & Technological Innovation	
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 			<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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 • Provide reasoned justifications for their views 			
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p>And focus on phrases first introduced in Y5:</p> <p>...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

Writing Curriculum Overview: Autumn 1

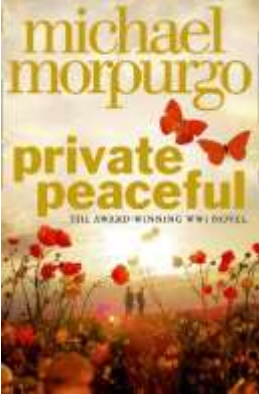
Quality Text & Writing Outcomes	<p style="text-align: center;">Charles Darwin's On the Origin of the Species</p> <p style="text-align: center;">Poetry: Free Verse (Observation) Fiction: Hybrid Adventure (Setting, Character & Dialogue) Non-fiction: Explanation & Non-chronological Report</p>	
Word	<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>	
Sentence	<p>Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal.</p>	
Text	<p>Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices. Use headings and sub-headings to structure information.</p>	
Punctuation	<p>Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning. Use range of punctuation taught at KS2 (Speech punctuation).</p>	

Year Six – Autumn 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	On the Origin of the Species & Darwin: An Exceptional Voyage Individuality, Empires & Monarchy, Displacement & Invasion & Social Change	Private Peaceful & Walter Tull Scrapbook Displacement & Invasion & Social Change	The London Eye Mystery Social Change & Individuality	A Story like the Wind Displacement & Invasion, Social Change, Religious & Cultural Diversity, Individuality & Environmental Impact	Shackleton's Journey Empires & Monarchy, Environmental Impact & Individuality	You Are Awesome & Go Big Individuality, Social Change & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 			<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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 • Provide reasoned justifications for their views 		
Explanatory Phrases	<p style="text-align: center;">Build on previous vocabulary:</p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p style="text-align: center;">And focus on phrases first introduced in Y5:</p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>		

Writing Curriculum Overview: Autumn 2

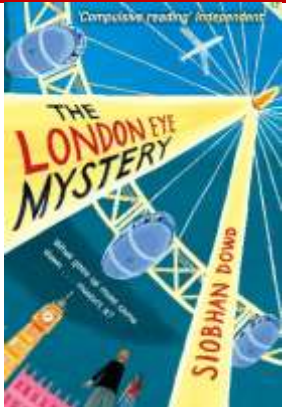
<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Private Peaceful & Walter Tull Scrapbook</p> <p style="text-align: center;">Poetry: Sonnet (Double) Fiction: Historical (Suspense, Atmosphere, Character, Action & Dialogue) Non-fiction: Recount (Biography) & Informal Letter</p>	
<p style="text-align: center;">Word</p>	<p>Build on previous learning and focus on: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. How words are related by meaning as synonyms.</p>	
<p style="text-align: center;">Sentence</p>	<p>Build on previous learning and focus on: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?].</p>	
<p style="text-align: center;">Text</p>	<p>Build on previous learning and focus on: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous learning and focus on: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up].</p>	

Year Six – Spring 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	On the Origin of the Species & Darwin: An Exceptional Voyage Individuality, Empires & Monarchy, Displacement & Invasion & Social Change	Private Peaceful & Walter Tull Scrapbook Displacement & Invasion & Social Change	The London Eye Mystery Social Change & Individuality	A Story like the Wind Displacement & Invasion, Social Change, Religious & Cultural Diversity, Individuality & Environmental Impact	Shackleton's Journey Empires & Monarchy, Environmental Impact & Individuality	You Are Awesome & Go Big Individuality, Social Change & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 			<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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 • Provide reasoned justifications for their views 		
Explanatory Phrases	<p style="text-align: center;">Build on previous vocabulary:</p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p style="text-align: center;">And focus on phrases first introduced in Y5:</p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>		

Writing Curriculum Overview: Spring 1


<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">The London Eye Mystery</p> <p style="text-align: center;">Poetry: Free Verse (Personification) Fiction: Hybrid Mystery (Setting, Atmosphere, Dialogue & Action) Non-fiction: Recount (Police Incident Report & Autobiography) & Persuasive Advert</p>	
<p>Word</p>	<p>Build on previous learning and focus on: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	
<p>Sentence</p>	<p>Build on previous learning and focus on: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p>	
<p>Text</p>	<p>Build on previous learning and focus on: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary]. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]. Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information.</p>	

Year Six – Spring 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Quality Text & Interconnection	On the Origin of the Species & Darwin: An Exceptional Voyage Individuality, Empires & Monarchy, Displacement & Invasion & Social Change	Private Peaceful & Walter Tull Scrapbook Displacement & Invasion & Social Change	The London Eye Mystery Social Change & Individuality	A Story like the Wind Displacement & Invasion, Social Change, Religious & Cultural Diversity, Individuality & Environmental Impact	Shackleton's Journey Empires & Monarchy, Environmental Impact & Individuality	You Are Awesome & Go Big Individuality, Social Change & Technological Innovation	
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 			<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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 • Provide reasoned justifications for their views 			
Explanatory Phrases	<p style="text-align: center;">Build on previous vocabulary:</p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p style="text-align: center;">And focus on phrases first introduced in Y5:</p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			


Writing Curriculum Overview: Spring 2

<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">A Story like the Wind</p> <p style="text-align: center;">Poetry: Reverse</p> <p style="text-align: center;">Fiction: Hybrid Fable/Traditional Tale (Character, Setting, Atmosphere & Suspense)</p> <p style="text-align: center;">Non-fiction: Recount (Newspaper Report), Balanced Argument & Formal Letter</p>	
<p style="text-align: center;">Word</p>	<p>Build on previous learning and focus on: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	
<p style="text-align: center;">Sentence</p>	<p>Build on previous learning and focus on: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>	
<p style="text-align: center;">Text</p>	<p>Build on previous learning and focus on: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous learning and focus on: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</p>	

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
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Statutory Requirements	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 		<ul style="list-style-type: none"> Understand what they read by: <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 Provide reasoned justifications for their views 				
Explanatory Phrases	Build on previous vocabulary: I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...			And focus on phrases first introduced in Y5: ...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...			

Writing Curriculum Overview: Summer 1


<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Shackleton's Journey</p> <p style="text-align: center;">Poetry: Renga (Endurance) Fiction: Hybrid Adventure (Character, Dialogue & Action) Non-fiction: Magazine Article</p>	
<p style="text-align: center;">Word</p>	<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	
<p style="text-align: center;">Sentence</p>	<p>Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence.</p>	
<p style="text-align: center;">Text</p>	<p>Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text.</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis. Using semi-colons as boundaries between independent clauses.</p>	

Year Six – Summer 2

Reading Curriculum Overview

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Statutory Requirements	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 			<ul style="list-style-type: none"> Understand what they read by: <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 Provide reasoned justifications for their views 			
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p>And focus on phrases first introduced in Y5:</p> <p>...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

Writing Curriculum Overview: Summer 2

<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">You Are Awesome & Go Big</p> <p style="text-align: center;">Poetry: *Free Choice Fiction: *Free Choice Non-fiction: Play Script & Advertisements</p>	
<p>Word</p>	<p>Build on previous learning and focus on: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p>	
<p>Sentence</p>	<p>Build on previous learning and focus on: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>	
<p>Text</p>	<p>Build on previous learning and focus on: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text or stage directions, scene titles, character names].</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]. Punctuation of bullet points to list information.</p>	

