



Year 6
SKILLS REVIEW

Fiction Writing

Fiction Genres	Extending Narrative (Choose your own pathway stories)	Stories with Flashbacks
<p data-bbox="371 424 607 456">My story has an:</p> <ul data-bbox="421 464 613 651" style="list-style-type: none"><li data-bbox="421 464 600 496">• Opening<li data-bbox="421 504 600 536">• Build Up<li data-bbox="421 544 600 576">• Climax<li data-bbox="421 584 613 616">• Resolution<li data-bbox="421 624 600 655">• Ending <p data-bbox="264 663 719 727">Use a meanwhile or a flashback paragraph.</p> <p data-bbox="253 735 730 799">Begin the story in an exciting way (speech, action, description)</p> <p data-bbox="241 807 741 839">Use simile, metaphor and repetition</p> <p data-bbox="320 847 663 879">Use speech punctuation</p> <p data-bbox="297 887 685 951">2 main characters (who are opposites)</p> <p data-bbox="192 1142 786 1302">Sci-fi, adventure, mystery, horror, historical, fantasy, real-life and imaginary worlds</p>	<p data-bbox="864 344 1406 440">Extending Narrative (Choose your own pathway stories)</p> <p data-bbox="853 480 1413 695">Children will assess available information, pose questions and seek evidence to answer them as they tease out what is happening and what they need to do when reading an adventure text.</p> <p data-bbox="853 735 1413 919">Children will respond to information from a range of sources on paper and on screen and compare, combine and orchestrate this as a basis for solving or completing an adventure text.</p> <p data-bbox="853 959 1413 1326">Children will share ideas, strategies and their consequences orally and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own and others' strategies and solutions in reading and creating an adventure text (or multi modal adventure) on paper or on screen nature text. They will evaluate their own work and that of others against agreed</p>	<p data-bbox="1525 344 1973 384">Stories with Flashbacks</p> <p data-bbox="1447 432 2029 504">Children will generate ideas for a short narrative in response to a piece of music.</p> <p data-bbox="1447 544 2040 687">Children will discuss a short narrative film and give their opinions about the authorial intent, drawing inferences and making deductions from the text.</p> <p data-bbox="1447 727 2018 799">Children will identify triggers and causes of other people's emotions.</p> <p data-bbox="1447 839 2040 1054">Children will make judgements and justify their views and opinions, drawing on sources to support their evaluations. Children will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p data-bbox="1447 1094 2029 1206">Children will explore information communicated through different modes and use this to create their own narrative.</p>

<p>Children will identify and refine classification criteria and sort fiction examples accordingly. They will quickly appraise particular texts and look for a range of information clues to support classification of texts into different genres.</p> <p>Children will share responses and outcomes orally and in writing. They will apply the criteria they have identified in order to make decisions and judgements. They will give feedback to others and judge the effectiveness of their own work.</p> <p>Children will construct reasoned arguments based on their views and responses to the books or stories read.</p> <p>In discussing and writing about the books or stories, children will need to imagine themselves in another person's position. They will explore techniques that facilitate this process.</p> <p>Children will develop their ability to discuss and debate issues and personal responses in respect of both the form and the content of the stories they are reading and writing. They will often work collaboratively in pairs and groups. They will communicate</p>	<p>criteria.</p> <p>Children will construct reasoned arguments based on their views and responses to the text they read and create.</p> <p>Children will take decisions based on available evidence, explore their consequences and adjust future decisions accordingly. They will learn to apply problem-solving strategies to challenges in the adventures they undertake and develop these in the light of their own experience and feedback from others. They will then apply this learning in the context of setting problems or challenges for others.</p> <p>In reading or playing and in writing or creating text adventures children will need to imagine themselves in another person's position. They will explore techniques that facilitate this process.</p> <p>Children will discuss and reflect on their personal responses to the texts.</p> <p>Children will develop their ability to discuss and debate issues and personal</p>	
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<p>outcomes orally and in writing.</p>	<p>responses in respect of both the form and the content of the adventures they are reading and creating. They will often work collaboratively in pairs and groups. They will communicate outcomes orally, in writing and through using other modes and media.</p>	
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Non-Fiction Writing

Biography	Autobiography	Journalistic Writing
<p>I have written a clear opening paragraph to set the scene I have used first person pronouns I have written in the past tense I have included my feelings, reactions and opinions My writing is about events that were important to me I have used connectives and phrases to indicate time I have included detailed description using powerful verbs and adjectives I have concluded with a reflection</p>	<p>I have used a rhetorical question to hook the reader My first paragraph summarises the main events of the person's life I have used third person pronouns I have written in the past tense I have used the passive voice to make the writing more formal My writing is about key events in the person's life I have used time connectives and phrases to link paragraphs together My final paragraph mentions something about the person's:<ul style="list-style-type: none">• main achievements• personality• how he/she will be remembered</p>	<p>A Headline Orientation (when, who, what, where – use common nouns only, one sentence) Main body (explain the story in detail, use proper nouns) Quotes (from different people/viewpoints, introduce with a colon) Re-orientation (What is happening now) Time connectives Past tense Journalistic language (it is believed that, it is thought that)</p>
<p>Children will identify their own key questions about a particular life, and then locate the evidence to answer it within a range of sources.</p> <p>Children will identify relevant information</p>	<p>Children will identify their own key questions about a particular life, and then locate the evidence to answer it within a range of sources.</p> <p>Children will identify relevant</p>	<p>Children will learn to ask: <i>Who? What? Where? When? and Why?</i> in researching a news story for a written or oral report.</p> <p>Children will identify relevant information from a range of sources on paper and on</p>

<p>from a range of sources on paper and on screen and use this as a basis for both oral presentation and writing.</p> <p>Children will present information orally and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will construct reasoned arguments based on available information and evidence.</p> <p>Through discussing and writing simulated autobiography, children will need to imagine themselves in another person's position.</p> <p>Children will develop their ability to discuss and debate issues in respect of both the form and the content of the biographical texts they are reading and writing. They will often work collaboratively in pairs and groups. They will communicate outcomes orally, in writing and through using other modes and media.</p>	<p>information from a range of sources on paper and on screen and use this as a basis for both oral presentation and writing.</p> <p>Children will present information orally and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will construct reasoned arguments based on available information and evidence.</p> <p>Through discussing and writing simulated autobiography, children will need to imagine themselves in another person's position.</p> <p>Children will develop their ability to discuss and debate issues in respect of both the form and the content of the biographical texts they are reading and writing. They will often work collaboratively in pairs and groups. They will communicate outcomes orally, in writing and through using other modes and media.</p>	<p>screen and use this as a basis for both oral and written reporting.</p> <p>Children will read, compare and evaluate news from a variety of sources. When presenting news reports orally and in writing, they will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will construct reasoned arguments based on available information and evidence.</p> <p>In discussing and writing about real or simulated events, children will need to imagine themselves in another person's situation.</p> <p>Children will develop their ability to discuss and debate issues in respect of both the content and the presentation of the news reports they are reading and writing. They will often work collaboratively in pairs and groups. They will communicate outcomes orally (in the style of radio broadcasts), in writing and through using other modes and media.</p>
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Balanced Argument

A title in the form of a question.
Opening paragraph (a statement of the issue and a preview of the main arguments.)
Point to support the issue (Arguments for and supporting evidence.)
Points against the issue (Arguments against and supporting evidence – you could also use argument, counter argument, one point at a time.)
A summary and conclusion
Present tense or past tense
Logical connectives
Use connectives that show the opposite view.
Use connectives in the final paragraph to show that you are summing up.
Support the reason with evidence (numbers, statistics, facts or quotes)
Impersonal style
Passive voice

Children will identify the particular information, ideas and opinions offered in different texts, asking questions such as: *What does this particular writer think, and why? Do others think the same?*

Children will source, collate and analyse information, ideas and opinions offered in different texts and media presentations.

Formal Leaflet

My leaflet is split into clearly subtitled sections
I used titles and sub-headings to attract the reader
I used illustrations to support the information
Key information is easily identified through use of colour, shading, boxes, bold and italic, different shaped sections
I used standard English which is exact and clear with no ambiguities
I used an impersonal tone, avoiding personal pronouns
My vocabulary includes formal phrases and technical words
I used at least three complex sentences
The verbs I used:

- **include examples of imperative to show compulsion**
- **may include conditionals**
- **may include passive voice**

Formal Report

My report has a clear opening paragraph which indicates what it is about
My opening paragraph includes generalisations or classifications
The main body of my report is clearly organised into paragraphs
The information is factual and accurate
The style is formal with no personal pronouns
I used present tense or past tense for historical reports
I used precise, descriptive language and technical terms
I included a summarising comment to finish my report
I used connectives of comparison and contrast

Children will seek the answers to their own and others' questions in their activity throughout this unit.

Children will identify relevant information from a range of sources and use this as a basis for writing or

Children will examine a variety of arguments and discussions, weighing evidence and evaluating both effectiveness and appropriateness for context. The same elements will then be explored in terms of their own speaking and writing.

Children will follow and evaluate the arguments of others, and then construct and evaluate their own reasoning both orally and in writing.

They will develop their ability to discuss and debate issues from both a biased and a balanced standpoint. They will often work collaboratively in pairs and groups. They will communicate ideas and opinions orally, in writing and through using other modes and media.

presentation. They will explore and tease out the elements involved in combined, conflated and multimodal text-types.

Children will compare and evaluate the effectiveness of a wide range of non-fiction texts and presentations. They will share their own writing and presentation outcomes, discuss success criteria, give feedback to others and judge the effectiveness of their own work.

Children will develop their ability to discuss effective communication in respect of both the form and the content of the non-fiction texts they are reading and creating. They will often work collaboratively in pairs and groups. They will communicate outcomes orally and in writing.

Formal Letter

In my formal letter, addresses, date, greeting and sign-off are correctly placed

The first paragraph tells who the writer is and explains the reason for writing

The middle paragraphs deliver the necessary message

The letter states clearly what I would like the recipient to do

I used standard English

I used the appropriate greeting and sign-off

If word-processed, a line space indicates new paragraphs

I used a formal tone

Persuasive Argument

I stated my point of view clearly in the introduction and in the conclusion

I backed up each argument with relevant evidence and detail

My argument is mainly in the present tense

I used conditionals

I used connectives:

- to structure the argument: 'first', 'finally'
- to link ideas with in the argument: 'because', 'consequently'

I used persuasive devices such as:

- statistics
- emotive language
- rhetorical questions

Plays

My play script follows the usual pattern of scripting

I used the correct layout

I did not use speech marks

I have thought about performance

I have remembered the audience's needs

My script includes:

- stage directions
- technical terms
- good match between character and dialogue
- development of characters and relationships

I used standard and non-standard English appropriately

I used effective punctuation

My play script has dramatic interest

Poetry

Poetry	Finding A Voice	The Power of Imagery
<div data-bbox="230 480 779 1129" style="border: 1px solid black; padding: 10px;"><p>I clearly stated which poems are being compared</p><p>I identified similarities and differences between the poems</p><p>I included details about:</p><ul style="list-style-type: none">• the form of the poems• the subject of the poems<ul style="list-style-type: none">• their strengths• their weaknesses<p>I presented opinions in the third person or passive voice</p><p>I used technical vocabulary associated with poetry, e.g. 'metaphor'</p><p>I stated who the poem would appeal to and why</p></div>	<p>Children will seek the answers to their own and others' questions in their reading.</p> <p>Children will explore and tease out the information communicated through the language and forms of poetry.</p> <p>Children will share their own writing outcomes, as well as those of others. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will identify, explore and generate the mental connections represented within various forms of powerful imagery (simile and metaphor) - a vital aspect of thinking, reasoning and understanding.</p> <p>In discussing and writing about the poems and their images, children will</p>	<p>Children will seek the answers to their own and others' questions in their reading.</p> <p>Children will explore and tease out the information communicated through the language and forms of poetry.</p> <p>Children will share their own writing outcomes, as well as those of others. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will identify, explore and generate the mental connections represented within various forms of powerful imagery (simile and metaphor) - a vital aspect of thinking, reasoning and understanding.</p> <p>In discussing and writing about the poems and their images, children will</p>

	<p>need to imagine themselves in another person's position. They will explore techniques that facilitate this process.</p> <p>Children will discuss and reflect on their personal responses to the texts.</p> <p>Children will develop their ability to discuss effective communication in respect of both the language and content of poetry they are reading and writing. They will sometimes work collaboratively in pairs and groups. They will communicate outcomes orally and in writing (possibly including the use of ICT).</p>	<p>need to imagine themselves in another person's position. They will explore techniques that facilitate this process.</p> <p>Children will discuss and reflect on their personal responses to the texts.</p> <p>Children will develop their ability to discuss effective communication in respect of both the language and the content of poetry they are reading and writing. They will sometimes work collaboratively in pairs and groups. They will communicate outcomes orally, and in writing, possibly including the use of ICT.</p>
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