

Year 6

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
<p>Children need to read and understand new vocabulary. Exploring the meaning of words in context</p>	<p>LO explore vocabulary within varied contexts and predict meaning</p>	<ul style="list-style-type: none"> * Use a wide range of strategies, including word etymology, subject specific knowledge, and other contextual clues to find word meaning. • Find words/phrases which are most similar in meaning. • Suggest meaning from phrases given, identifying how whole phrases are needed. • Check the plausibility and accuracy of suggestions. • Identify what words suggest about actions/emotions. • Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. • Use understanding of tier 3 technical vocabulary to explain meaning. • Explain the meaning of tier 2 vocabulary in context. • Understand how antonyms can be used to alter the effect. • Explain the effects of words in context. • Use knowledge of word meaning to select alternative words that give the same impression. 	<p>Strategies would be continually taught throughout every lesson and shared read. Vocabulary will always be a focus point in every lesson.</p> <ul style="list-style-type: none"> * Pair word cards. • Play snap and persuade partner that words have similar meaning by putting into sentences. • Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. • Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. • Give a whole paragraph with tier 2 vocabulary missing for children to fill in with appropriate word meanings. • Give a paragraph of writing. Children use antonyms to change the meaning. 	<ul style="list-style-type: none"> * The Jabberwocky by Lewis Carroll • The Highwayman by Alfred Noyes • Shakespearean extracts • The Jungle Book by Rudyard Kipling • Ned's Circus of Marvels by Justin Fisher • The Wind Singer by William Nicholson • Fire and Ice by Robert Frost • The white giraffe by Lauren St John

<p>Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>LO understand how the language, structure and presentation chosen by the author presents meaning</p> <p>LO explain authorial intent</p>	<ul style="list-style-type: none"> * Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. • Understand how writers use the features and structure of information texts to help convey their ideas or information. • Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. • Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke e.g. about characters, events or ideas. • Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. • Comment critically on how a writer uses language to imply ideas, attitudes and points of view. • Discuss the purpose of language choices. • Discuss the way that writers of nonfiction match language and text to the purpose of the text. • Identify how the author makes the reader feel through their language choices. • Identify how the author has used humour through language choices. 	<p>Children should consider why the author has selected words or phrases and what effect the descriptions have on the reader. They should identify the picture that has been painted through the poetry, the key phrases which present meaning and how the author has used figurative language for comparison.</p> <ul style="list-style-type: none"> * Identify where humour has been used in a text and suggest alternatives. • Inform the children of author's intent, and children highlight parts of a text which show this. • Find and copy..... • Give figurative language examples and children come up with alternatives which give the same impression. • Compare the language used to describe characters by finding evidence in the text to support points made about characters. • Write an explanation about how an author feels, drawing on evidence from the text. • Re-write texts, adapting the purpose of the writing. 	<ul style="list-style-type: none"> * The Highwayman by Alfred Noyes • The Indian in the cupboard by Lynne Reid Banks • Strange star by Emma Carroll • The Five Realms: The Legend of Podkin One Ear by Kieran Larwood • Swimming by the moon by Jane Elson • Walrus and the carpenter by Lewis Carroll
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<p>Identify themes and conventions in and across a wide range of writing</p>	<p>LO comment on common themes within and across a range of writing</p>	<ul style="list-style-type: none"> * Understand how a writer develops themes, ideas or points of view over a text. • Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. • Discuss how understanding of contexts can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies. 	<ul style="list-style-type: none"> • Read an extract and guess the 3 main themes – pairs compare. * Annotate texts, writing the main themes as you progress through. • Umbrella game - identify the main themes of each paragraph and conclude with an overriding theme. • Identify the purpose of a text and find evidence to support. 	<ul style="list-style-type: none"> * Because of Mr. Terupt by Rob Buyea • Pax by Sara Pennypacker • Peter Pan by J.M. Barrie • The Echoing Green by William Blake • The Highwayman by Alfred Noyes • Fire and Ice by Robert Frost • Wonder by R J Palacio
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<p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>LO use intonation, tone, volume and action for a range of effects when presenting to an audience</p>	<ul style="list-style-type: none"> • Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. 	<p>Children need to be able identify the effect of using intonation, tone, volume and action on the listener.</p> <ul style="list-style-type: none"> * Poetry performance with actions to represent events/emotions portrayed. • Performance of children’s own poetry. 	<ul style="list-style-type: none"> * The Echoing Green by William Blake • Walrus and the carpenter by Lewis Carroll • Fire and Ice by Robert Frost
<p>Asking questions to improve their understanding</p>	<p>LO create questions for specific a piece of text</p>	<ul style="list-style-type: none"> * Design questions which relate to particular reading skills. • Find appropriate aspects from the text to ask questions. 	<p>These questions must involve the responder drawing evidence from the text.</p> <ul style="list-style-type: none"> * Children create a new test paper for a familiar text • Children write a text to match given questions. 	<ul style="list-style-type: none"> * The secret of nightingale wood by Lucy Strange • The fox girl and the white gazelle by Victoria Williamson
<p>Drawing inferences such as inferring, characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>LO make inferences from the text, supporting these with evidence</p>	<p>Respond to a range of inference question types.</p> <ul style="list-style-type: none"> • Make inferences based upon characters’ thoughts, feelings and actions. • Make inferences about events from across a text. • Comment on what words or phrases that the author has used suggests about their feelings/ actions. • Make inferences, drawing in clues from across a text. • Suggest what impression is given using clues in the text. • Respond to inference questions in the appropriate way. • Suggest how a character feels based upon what they have said. • Use inferences to answer a range of questions. 	<p>Children need to be taught that two points need to be two different points with different meaning is required. For example, saying that a character is kind and gentle are the same point! Impressions</p> <ul style="list-style-type: none"> * Character graph (motive and mood). • Children write their own description of character/ setting in order to present a particular impression. • Link to writing in which children infer meaning in their own writing– show don’t tell. • Highlight words and phrases from the text which portray character. • Give the children different ways of presenting impressions. They decide on the most effective. • Give children statements of inference and retrieval based upon a given text. They suggest if it is inference or retrieval. 	<ul style="list-style-type: none"> * The Miraculous Journey of Edward Tulane by Kate DiCamillo • The Diamond of Drury Lane by Julia Golding • Letters from the Lighthouse by Emma Carroll • The fox girl and the white gazelle by Victoria Williamson • When Hitler stoke pink rabbit by Judith Kerr • Overheard in a tower block by Joseph Coelho

<p>Predict what might happen from details stated and implied</p>	<p>LO predict what might happen using information in the text and support these with evidence</p>	<ul style="list-style-type: none"> * Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. • Make predictions based upon what is stated and implied. • Draw on the information presented to make predictions (an example could be an information text about bungee jumping which outlines the dangers of this. Children could be asked to predict if bungee jumping will continue to be a popular sport). • Make predictions for and against ideas • Use the author's narrative viewpoint to make predictions about their opinions. • Make predictions using a wide range of clues from the text (including settings and atmosphere, characters' actions and dialogue, the way characters are presented by the author, characters' motives, previous events or themes.) • Provide clear evidence from the text to support each prediction • Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. • Suggest how the author has presented clues about events throughout a text. 	<ul style="list-style-type: none"> * Children should begin to discuss how the author uses foreshadowing within a text. • Give the children predictions and they must say if they agree or disagree using evidence from the text. • Children finish extracts of writing showing what might happen next. • Children suggest characters' future actions using evidence from the text. <p>As a reader, write if you would like a particular event/place advertised/discussed using evidence from the text.</p>	<p>Opportunities should be given for children make predictions in response to a wide range of texts which are written for different purposes (such as news reports, information texts, persuasive writing, scripts and stories of varied genres).</p> <ul style="list-style-type: none"> * Krindlekrax by Philip Ridley • Just William by Richmal Crompton • Ballet Shoes by Noel Streatfield • Sweet Pizza by G.R. Gemin • The light jar by Lisa Thompson • Holes by Louis Sachar • The star-spun web by Sinead O'Hart
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<p>Make comparisons within and across texts</p>	<p>LO make comparisons within a text</p>	<ul style="list-style-type: none"> • Compare characters, settings, atmosphere or characters' feelings or motives. • Ensure that all comparison questions have both sides. • Compare impressions given based upon inferences from texts. • Identify a change in a text and present the before and after. • Identify a 'turning point' in a text. • Make comparisons about characters based upon their speech. • Compare the impressions given on characters and support these with evidence from the text. • Support all points with evidence from the text. • Compare how the reader might feel about two characters or events, drawing on evidence. 	<ul style="list-style-type: none"> • Comparison tables to present characters at different points in the text, drawing on evidence. * When reading a full class text, children add to a table comparing two characters using adjectives. • Children write a short paragraph, with a clear 'turning point'. • Write a short paragraph, comparing two characters. • Children select comparative adjectives which show comparisons between characters, and then support each side with evidence (for example, Is calmer/strong/happier). 	<p>Books which show a change in atmosphere/characters.</p> <ul style="list-style-type: none"> * Comparing work by significant children's authors by Ann Webley • Kensuke's Kingdom by Michael Morpurgo and Shipwrecked: The true adventures of a Japanese boy by Rhoda Blumberg • Bill's new frock by Anne Fine and the boy in the dress by David Walliams • Non-fiction texts • Historical sources of evidence
<p>Children need to understand what they are reading in books independently.</p>	<p>LO order ideas presented in texts</p>	<ul style="list-style-type: none"> * Sequence information in the order it was presented. • Place information given from a text in chronological order. • Draw on inferences to sequence events. • Paraphrase sections from the text in the order they happened. • Summarising paragraphs to order them. • Sequence events from a full text. 	<ul style="list-style-type: none"> * Make annotations on a text to identify key points. • Give children a bank of summarised statements and children order these. • Each group has a statement from an event which occurred in a text. Children stand in order that these happened. • Odd one out – give children 'ordered' ideas. Children have to spot the odd one out. • Children need to paraphrase 5 key points for the text. Give these to their partner to order. 	<ul style="list-style-type: none"> * Rooftoppers by Katherine Rundell • Watertower by Gary Crew • Journey to Jo'burg by Beverley Naidoo • All the things that could go wrong by Stewart Foster • Pig Heart Boy by Malorie Blackman

<p>Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea</p>	<p>LO summarise main ideas drawn within a paragraph/across paragraphs/ across a whole text, identifying key details that support the main idea</p>	<ul style="list-style-type: none"> * Identify main ideas from a paragraph/text/range of texts. • Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. • Update their ideas about the text in the light of what they've just read. Summarise evidence from across a text to explain events or ideas. • Precise longer passages. • Suggest appropriate summaries for texts given. • Use summaries to suggest the purpose of particular paragraphs. • Infer main message given by the author by drawing on inferences. 	<ul style="list-style-type: none"> • Annotating texts to summarise key ideas for each paragraph with one-3 words. <p>Create a Wordle to represent a paragraph/text with key words.</p> <ul style="list-style-type: none"> • Children come up with sub-headings and topic sentences for given ideas. • Children make character thought bubbles summarising their thoughts. • 50-word summary – beat your partner. 	<ul style="list-style-type: none"> * Oranges in no man's land by Elizabeth Laird • Time travelling with a hamster by Ross Welford • I was a rat by Philip Pullman • The infinite lives of Maisie Day by Christopher Edge • The middle by Kirsty Applebaum • The boy who flew by Fleur Hitchcock
<p>Distinguish between statements of fact and opinion</p>	<p>LO distinguish between statements of fact and opinion</p>	<ul style="list-style-type: none"> * Distinguish between statement of fact or opinion. • Justify why a statement is fact or opinion by finding the evidence in the text. • In non-fiction texts distinguish between explicit and implicit points of view. 	<ul style="list-style-type: none"> * In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. • 3 facts and 3 opinions – children write three of each about a text. Partner must identify if they are statements of fact or opinion. 	<ul style="list-style-type: none"> • Great Adventurers by Alistair Humphreys

<p>Retrieve, record and present information from nonfiction</p>	<p>LO be able to retrieve information from a text</p>	<ul style="list-style-type: none"> * Use evidence from across a text to explain events or ideas. • Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness. • Evaluate texts for their reliability and usefulness when researching a topic. • Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. • Skim and scan to find appropriate information. • Use key words and organisational devices to find information to retrieve. • Retrieve from a text with technical vocabulary. • Retrieve from a text with more complex vocabulary and structures. • Extract important information to gain knowledge about a subject. • Record important details retrieved from a text using an appropriate format, e.g. by making 	<p>This would progress to higher level vocabulary Retrieval from a range of different genres including non-chronological reports, poems and stories.</p> <ul style="list-style-type: none"> * Create a report to present to others including information gained through reading. • Children create their own retrieval quiz for their partner based upon a whole text. • Bingo – children find information from a short text which could be asked as a retrieval question. Teacher ask the questions to see if the children can correctly guess what might be asked. • Give children a list of questions. They need to highlight in the text where the answers are. Compare highlighted text. Have they highlighted the correct parts? Have they selected the same exact words? • Who, what, when, where... Give children these question openers. They must come up with a question for each to ask a partner. 	<p>Non-fiction information texts for topic work Previous KS2 assessment texts A very wide range of texts and extracts with high Lexile scores.</p> <ul style="list-style-type: none"> * Jungle Book by Rudyard Kipling • The Hobbit by J R Tolkien • Letters from the Lighthouse by Emma Carroll • The white giraffe by Lauren St John
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	WALT justify my points with evidence	<ul style="list-style-type: none"> * Give a point and support with evidence from the text when responding to questions. • Find evidence for given statements relating to texts. • Explain answers to a question fully, giving various bits of evidence from the text. • Make secure judgements about a text by finding extracts from the text. • Generate opinions about characters an events and support these with evidence • Respond to questions by giving multiple points, each supported with evidence. 	<ul style="list-style-type: none"> * Taught to read the question carefully, especially with 2- and 3-mark answers to determine HOW to answer the question. Children taught to PEPE. Drawing on evidence from across a whole text. * Give the children questions with paraphrased evidence from the text. Children find and note the exact wording of the evidence. • Plausible answer or not – give children questions and responses with evidence given. Children must decide if the answers are plausible or not. 	Any of the above
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Notes

All children should be fluent word readers. If children are struggling with this, support should be in place.

- Children should be encouraged to work out unfamiliar words.
- Children should continue to apply the skills that they have previously learnt in more complex writing.
- They should continue to be exposed to a range of types of writing and should discuss the conventions of these.
- Children should discuss texts using literary language, such as metaphor, analogy, imagery, style and effect.
- A high emphasis should be placed on reading as a means to gain knowledge, as well as reading for pleasure. When using reference books, children should know the information that need to look for before beginning to locate information.
- When pupils are taught to read longer words, they should be supported to test out different pronunciations.
- Clarify the strategies for reading exception words and note the spelling and sound correspondence.
- Reading books that are structured in different ways and reading for a range of purposes

use this objective in your WAGOLL lessons in writing

- In the Summer term, children should begin to develop their responses to texts through the use of PEA (Point, Evidence, Analyse), and PEAR (Point, Evidence, Analyse, Respond). This will involve the children making a point, supporting this with evidence from the text, analysing this point and evidence through explaining what it shows, and then presenting their personal response or the effect of this. Children should progress to writing short paragraphs as responses to questions based on the text. These can be inference or prediction questions.
- In Year 6, there should be over-lapping of the different statements e.g. children will order statements of inference in the order they appear in the text, or children should compare impressions of characters, drawing on what is implied in the text.