

Structure of Learning

Explore

- Familiarisation with text/subject matter
- Story mapping and capturing ideas
- Vocabulary, language and sentence structure
- Consider how a text is suited to its audience.
- Shorter Writing tasks which explore texts/subject such as letters, diaries, posters, glossaries: focus is on text understanding not features of genre.

Immitate

- Writing tasks which closely relate to texts studied and/or prepare children for a final piece of work.
- Learn and practise key skills and knowledge (eg grammar, sentence level work)
- Organising content and developing planning skills

Innovate

- Creative writing tasks where children change/adapt material or create something original.
- Focus writing towards a particular audience.
- Consolidate and extend key skills and knowledge
- Creating and annotating plans
- Extended and developed writing tasks.

Year 5 Overview*

Narrative 6-8 Weeks Each			
<p>Shakespeare – Macbeth</p> <ul style="list-style-type: none"> - Explore how author’s create mood atmosphere and use descriptive techniques to create atmosphere in own writing. - Transform a play or section of a play into narrative, incorporating appropriate dialogue to move the story on. 	<p>Journeys</p> <ul style="list-style-type: none"> - Explore how character’s respond to a particular setting or situation and how they change across a narrative. - Explore how authors create a change in setting or scene across a narrative. - Write own story in which the setting or character changes. 	<p>Extended Short Stories</p> <ul style="list-style-type: none"> - Plan and write an extended short story using expressive and figurative language, describing how characters feel and adding detail of sights and sounds. 	<p>Narrative Viewpoint</p> <ul style="list-style-type: none"> - Understand that stories are written from a narrative viewpoint. - Plan and tell a story to explore narrative viewpoint eg retell a familiar story from the point of view of another character.
Poetry and Drama 3 - 5 Weeks Total		Explain 2-3 Weeks Each	
<p>Use a range of poems, including classic and narrative poems, to study the following:</p> <ul style="list-style-type: none"> - Language effects - Pattern and form, including in poems with more complex structures - Subjects and themes - Meaning. - Reading and performing <p>Provide opportunities for children to write their own poems.</p>		<p>Writing Clear Explanations and Instructions</p> <ul style="list-style-type: none"> - Write in a clear, precise and formal style. - Structure explanations and instructions appropriately, including where instructions are non-linear. - Interweave diagrams and illustrations for clarity. 	
Inform 2-3 Weeks Each		Persuade/Discuss 2-3 Weeks Each	
<p>Non Chronological Reports</p> <ul style="list-style-type: none"> - Create a non-chronological report, ensuring information is presented in a clear and concise manner. - Make decisions regarding form and layout. 	<p>Newspaper Reports</p> <ul style="list-style-type: none"> - Consider how newspaper reports reflect the writer’s opinion or target audience. - Write a newspaper report for an identified audience. - Include reporting of direct speech. 	<p>Advertising Campaigns</p> <ul style="list-style-type: none"> - Construct an advertising campaign, adapting writing to appeal to a specific audience. - Consider how information should be best presented. - Use persuasive devices such as exaggeration and tactics for grabbing attention. 	<p>Balanced Arguments</p> <ul style="list-style-type: none"> - Plan, compose and edit a balanced discussion, presenting two sides of an argument.

*Non-fiction units should be taught in a single block. Narrative units may be taught in a single block or split into two smaller blocks. There is no fixed order the units should be completed in but please consider how skills and knowledge previously taught will impact upon the unit you are teaching.

Writing

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<ul style="list-style-type: none"> - Begin to consider how authors use storyline devices appropriate to the genre (eg withholding information, raising the stakes, twists etc) - Recognise how authors have tailored their writing to appeal to a specific audience. - Plan their own writing, increasingly making their own decisions about the format used and the number/content of sections. - Plan in written form, annotating with vocabulary and key phrases. 	draft and write by using a wide range of devices to build cohesion within and across paragraphs	<ul style="list-style-type: none"> - Use devices for cohesion within a paragraph (eg then, that, after, this, firstly) - Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
plan their writing by noting and developing initial ideas, drawing on reading and research where necessary	<ul style="list-style-type: none"> - Use TfW to generate ideas for writing. - Consider the effectiveness of their ideas and develop these before creating a definitive plan. - Annotate written plans with words and phrases from reading. 	draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	<ul style="list-style-type: none"> - Choose appropriate headings for their writing. - Make decisions as to layout and use of organisational devices (eg bullet points) - Use diagrams where appropriate.
plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	<ul style="list-style-type: none"> - With guidance begin to identify different writing techniques used by authors (eg repetition, implied meanings, rhythm, consonance. See Digging Deeper Document for more detail) - Create writer's toolkits to record words and phrases used to develop character and setting, initially as a class but beginning to create their own. 	evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<ul style="list-style-type: none"> - Consider the effectiveness of their choice of sentence structure, grammar, punctuation and/or vocabulary and redraft sentences to improve this. - Edit vocabulary and sentence structure to reflect style of writing required. - Following work to improve first draft, writing a second draft of a longer piece of work.
draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning –	<ul style="list-style-type: none"> - Use a thesaurus to improve vocabulary choices. - Include sentences with: <ul style="list-style-type: none"> o Relative clauses o Adverbs and modal verbs to indicate degrees of possibility o Parenthesis - Distinguish between written and spoken English. 	evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing	<ul style="list-style-type: none"> - Ensure tense is used correctly and edit where this is not the case.
draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	<ul style="list-style-type: none"> - Write descriptions with more precise use of expanded noun phrases for conciseness and clarity. - Where appropriate, use figurative techniques from LKS2 plus personification and hyperbole. - Use speech appropriately to advance the action, ensuring it is correctly punctuated with each new speaker on a new line. 	evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	<ul style="list-style-type: none"> - Ensure correct subject/verb agreement. - Recognise where they have used spoken English instead of written English and edit. - Recognise where they have not used standard English.
draft and write by précising longer passages	<ul style="list-style-type: none"> - For example when note taking or writing summaries of stories for book reviews and blurbs. 	proof-read for spelling and punctuation errors	<ul style="list-style-type: none"> - Check and edit capital letters, full stops, commas, question marks, exclamation marks, apostrophes and speech punctuation.
		perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling	
Word	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] - Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	Homophones	Isle/aisle; allowed/aloud; affect/effect; herd/heard; passed/past; led/lead; steel/steal; altar/alter; cereal/serial; farther/father; guessed/guest; morning/mourning; whose/who’s
Sentence	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	Spelling Patterns	Words with the spelling pattern ough.
		Words with the /ee/ sound	Words with ei as in deceive and ie as in piece and related spelling rule.
		Difficult Spellings	Silent Letters
Text	<ul style="list-style-type: none"> - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	Rare GPCs	Strategies to remember spellings for words with unusual GPCs.
		Word endings	Able and ible Ably and ibly
		Spelling Strategies	Building other words from root words. Etymological and morphological strategies.
Punctuation	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity 	Hyphenated Words	Use of the hyphen to join two words to create a hyphenated word.
		Statutory Words	Words from the statutory Word list for Year 5 and 6.

Key Vocabulary			
Consolidate		New Vocabulary	
- determiner	- adverbial	- modal verb	- bracket
- pronoun	- fronted adverbial	- relative pronoun	- dash
- possessive pronoun		- relative clause	- cohesion
		- parenthesis	- ambiguity

Key Learning - Writing Composition

Year 6 Overview*

Narrative 6-8 Weeks			
Retold Myths and Traditional tales <ul style="list-style-type: none"> - Consider a collection of myths or traditional tales where the author creates a definitive mood and atmosphere. Analyse the writing tools they use to do this including text structure. - Use studied texts as inspiration when creating own versions of a traditional tale or myth. 	Extended Story Writing <ul style="list-style-type: none"> - Write a story with a distinct mood or atmosphere, developing character and setting, varying pace and creating breaks in action. - Use techniques which create a degree of mystery such as foreshadowing. 	Adventure Stories <ul style="list-style-type: none"> - Read an adventure story and consider how the author describes action in a way that builds excitement and tension. - Look at how dialogue is used to move the story forward. - Write imagined adventure stories (whole or part). 	Flashbacks and Non Linear Texts <ul style="list-style-type: none"> - Look at techniques used by authors to enable better understanding of a story including recap, repetition and flashback. - Use these techniques in own narrative writing.
Poetry and Drama 3 – 5 Weeks		Explain 2-3 Weeks	
Build on work in Year 5 by exploring: <ul style="list-style-type: none"> - More complex layouts and rhyme structures. - Rhyming and assonance used in descriptive writing. - Language choice and effect - The use of repeated imagery and personification. - Poet’s intent - Reading and performing Ensure a range of poetry is studied, including classic and narrative poetry. Allow opportunities for children to write their own poems.		Incorporating Instructions and Explanations into Other Text Types <ul style="list-style-type: none"> - Write instructions and explanations clearly and concisely in a formal style, including consideration of layout and use of diagrams where needed. - Include non-linear instructions and explanations. - Incorporate instructions and explanations into another text type such as an information poster, leaflet or non-chronological report. 	
Inform 2-3 Weeks		Persuade/Discuss 2-3 Weeks	
Appealing Non Fiction <ul style="list-style-type: none"> - Consider how authors of non-fiction make texts appealing through the use of captions, diagrams, special interest sections etc in addition to the main text. - Create a non fiction text which combines some of these features with a non-chronological report. 	Wider Reporting <ul style="list-style-type: none"> - Consider how reports other than newspaper are used such as medical or police reports and reports in other media (eg radio or TV). - Consider level of formality required. - Recount real or imagined events in detail in a given report form. 	Creating a Persuasive Argument <ul style="list-style-type: none"> - Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. - Consider how to address a counter argument. - Embed these skills in a different genre or writing, such as a leaflet, letter or newspaper report. 	

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Writing

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<ul style="list-style-type: none"> - Consider how authors use storyline devices appropriate to the genre (eg withholding information, raising the stakes, twists etc) and use such devices in their writing. - Identify audience and purpose for their writing. - Plan their own writing, making their own decisions about the format used and the number/content of sections. - Plan in written form, annotating with vocabulary and key phrases. 	draft and write by using a wide range of devices to build cohesion within and across paragraphs	<ul style="list-style-type: none"> - Link 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], and ellipsis
plan their writing by noting and developing initial ideas, drawing on reading and research where necessary	<ul style="list-style-type: none"> - Use Tfw to generate ideas for writing. - Consider the effectiveness of their ideas and develop these before creating a definitive plan. - Annotate written plans with words and phrases from reading. 	draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	<ul style="list-style-type: none"> - Structure text using headings, subheadings, bullets, columns, tables and diagrams. - Correctly punctuate bullet points.
plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	<ul style="list-style-type: none"> - With guidance, identify different writing techniques used by authors (eg repetition, implied meanings, rhythm, consonance. See Digging Deeper Document for more detail) - Create writer's toolkits to record words and phrases used to develop character and setting. 	evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<ul style="list-style-type: none"> - Consider the effectiveness of their choice of sentence structure, grammar, punctuation and/or vocabulary and redraft sentences to improve this. - Improve the structure/layout of their work. - Edit sentence structure/vocabulary choice to reflect the style/genre of writing. - Following work to improve earlier drafts, writing a second or third draft of a longer piece of work.
draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning –	<ul style="list-style-type: none"> - Make precise vocabulary choices, considering the effect of different synonyms. - Include sentences with: <ul style="list-style-type: none"> o Relative clauses o Adverbs and modal verbs to indicate degrees of possibility o Parenthesis o Passive and active voice. o Semi colons to link clauses. - Write with differing levels of formality appropriate to the task. 	evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing	<ul style="list-style-type: none"> - Ensure tense is used correctly and edit where this is not the case.
		evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	<ul style="list-style-type: none"> - Ensure correct subject/verb agreement. - Recognise where they have not used standard English. - Ensure consistency in use of formal/informal voice.
draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	<ul style="list-style-type: none"> - Write descriptions with precise use of expanded noun phrases for conciseness and clarity. - Where appropriate, use figurative techniques, including appropriate imagery to create mood and atmosphere. - Use speech appropriately to advance the action, ensuring it is correctly punctuated with each new speaker on a new line. 	proof-read for spelling and punctuation errors	<ul style="list-style-type: none"> - Check and edit capital letters, full stops, commas, question marks, exclamation marks, apostrophes and speech punctuation. - Add commas, dashes and brackets to mark parenthesis. - Add colons and semi colons to mark interrelated clauses. - Edit punctuation to avoid ambiguity.
draft and write by précising longer passages	<ul style="list-style-type: none"> - For example when note taking or writing summaries of stories for book reviews and blurbs. 	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling	
Word	<ul style="list-style-type: none"> - 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]. 	Homophones	Words with se and ce.
			dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit, draught/ draft, dissent/descent, precede/proceed, wary/ weary
Sentence	<ul style="list-style-type: none"> - 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)]. - 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] 	Suffixes	Add vowel suffixes to words ending fer
		Spelling Patterns	Words with ough
		Word Endings	Cious and tious
			Tial and cial
Text	<ul style="list-style-type: none"> - 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], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	Spelling Strategies	Generating words from prefixes and roots
			Words with rare GPCs
Punctuation	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	Statutory Words	Learn words from the StatutoryWord list for Year 5 and 6.
		Revision	Revise main spelling patterns from KS2.

Key Vocabulary			
Consolidate		New Vocabulary	
- modal verb	- bracket	- subject	- synonym
- relative pronoun	- dash	- object	- antonym
- relative clause	- cohesion	- active	- ellipsis
- parenthesis	- ambiguity	- passive	- hyphen
			- colon
			- semi-colon
			- bullet points

Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses



Writing to persuade (UKS2)

Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Campaign

Text Features

- ♦ Use of 2nd person
- ♦ Personal pronouns
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Hyperbole

Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising

Grammar and Sentences

- ♦ Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- ♦ Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- ♦ Use **short sentences** for emphasis
This has to stop! Vote for change!
- ♦ Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- ♦ Use ? ! for rhetorical / exclamatory sentences
- ♦ Use **colons** and **semi-colons** to list features, attractions or arguments
- ♦ Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- ♦ Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- ♦ Balanced argument
- ♦ Newspaper article
- ♦ Review

Text Features

- ♦ Appropriate use of cohesive devices
- ♦ Use of subjunctive form where needed

Other Style Ideas

- ♦ Use paragraphs to structure arguments
- ♦ Maintain formal / impersonal tone

Grammar and Sentences

- ♦ Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- ♦ Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- ♦ Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- ♦ Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- ♦ Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- ♦ Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- ♦ Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- ♦ Use **commas** to mark relative clauses
- ♦ Use **colons** and **semi-colons** to punctuate complex lists



Appendix B Digging Deeper – Analysing Meaning

Please note, this is a guidance resource of a number of techniques/tools you could use to analyse a text. This is not to be given out to the children as you would typically only choose a few of these to use in a lesson: sometimes you may use only one if you are introducing a new tool.

Sound Level	Word and Phrase Level	Sentence Level	Discourse Level
<p>Onomatopoeia Identify words associated with their sound contribute to meaning</p> <p>Consonance Identify how repeated consonant sounds (e.g. soft, sibilant, hard, spiky) enhance meaning, including alliteration (the repetition of a sound at the beginning of a word)</p> <p>Assonance Identify how repeated vowel sounds (e.g. long, short) enhance meaning</p> <p>Rhyme Identify rhymes and near rhymes</p> <p>Rhythm Analyse how the rhythm of words within a sentence contributes to meaning</p>	<p>Word Choice Analyse why an author chose to use a particular word or phrase</p> <p>Referring Identify which words (often pronouns) refer to or how synonyms refer to the same object in a text</p> <p>Comparing Compare a word in the text with another that the author might have chosen to ascertain why the author made this word choice</p> <p>Connotation Analyse the implied meaning of a word based on its associations, considering in which contexts the word is most frequently used</p> <p>Figurative Clarify figurative meaning and explain its use (e.g. simile, metaphor, personification, pathetic fallacy)</p> <p>Repetition Identify and analyse how repeated patterns of words contribute to meaning</p> <p>Juxtaposition and Oxymoron Identify how juxtaposed words and oxymoron contributes to meaning</p> <p>Pleonasm and Hyperbole Identify how a writer’s use of intentional exaggeration and superfluity to affect the reader</p> <p>Accumulation Analyse how clusters of words contribute to the tone of the writing or establish a writer’s viewpoint</p>	<p>Paraphrase Turn a complex sentence into plain English, capturing all of the content of the original</p> <p>Untangling Untangle complex sentence patterns to analyse meaning</p> <p>Connecting Analyse the devices that connect ideas within and between sentences, and the relationship between ideas</p> <p>Inference Identify the knowledge in the gap between two clauses or sentences</p> <p>Key Line Identify the meaning of a key sentence and its role within the passage</p> <p>Topic Sentence Identify the topic sentence in a paragraph of non-fiction</p> <p>Sentence Structure Analyse how the arrangement of information within a sentence affects its meaning</p> <p>Dramatic Irony Identify and analyse the difference between the reader’s and a character’s knowledge</p>	<p>Finite Evidence Find a specific number of pieces of evidence across a passage</p> <p>Tracking Identify all information across a passage based on a key idea or theme</p> <p>Comparing Compare two passages, looking for differences or similarities</p> <p>Predicting Predict what might happen next using evidence to support</p> <p>Theme Identify how a passage supports a theme in the text</p> <p>Trope Identify common tropes within the text (and how the text subverts expectations)</p> <p>Structure Identify the role of a paragraph or section of text, or analyse how paragraphs build one upon another</p> <p>Layout Identify how layout and structural features contribute to meaning (e.g. diagram, fact boxes, data charts) or guide a reader towards understanding (e.g. headings, indexes, glossaries)</p> <p>Graphics Identify how graphical elements of a text contribute to meaning</p> <p>Intertextuality Explain how themes, plot details and characterisation relate to other texts (perhaps by the same author or within a genre)</p>
<p>Knowledge Identify which knowledge was acquired by reading the text (both about the text itself and about the world)</p>			