

# English Writing

Subject	Quote to lead subject	Intent	Implementation	Impact
English	“The English language is nobody's special property – it is the property of the imagination- it is the property of the language itself.” Derek Walcott	High quality English curriculum that gives children the best possible opportunity to become confident, literate, successful members of society with a deep love and understanding of English language and literature.	Through the effective and rigorous teaching of phonics children learn to read fluently and confidently. This enables them to access the rest of the curriculum through inspirational books and allows them to share their love of reading with others. Teachers place a high emphasis on spoken language and collaboration with peers. In turn they make meaningful connections between reading and writing.	Children will be confident and passionate communicators through spoken and written word.





# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TICKET TO RIDE	ANIMALS	TERRIFIC TALES	SUPERHEROES	SEASIDE
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p><i>ActiveLearn Abacus</i></p>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Early Mathematical Experiences</b></p> <p>Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. <u>Substitising</u>. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p><b>Pattern and early number</b></p> <p>Recognise, describe, copy and extend <u>colour</u> and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. <u>Recognise</u> numbers in the environment. A number a week.</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Numbers within 20</b></p> <p><u>Count up</u> to 20 objects. •One more or one fewer •Order numbers 1 – 10 •Conservation of numbers within 20 Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>Shape and sorting</b></p> <p>Describe, and sort 2-D &amp; 3-D shapes •Describe position accurately</p> <p><b>Money</b></p> <p>Coin recognition and values •Combinations to total 10p •Change from 10p</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Numbers within 20</b></p> <p><u>Count up</u> to ten objects •Represent, order and explore numbers to ten Estimate amounts •One more or fewer, one greater or less • <b>Odds and even numbers to 10.</b></p> <p><b>Addition and subtraction within 10</b></p> <p>Explore addition as counting on and subtraction as taking away</p> <p><b>Shape and pattern</b></p> <p>Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns - Symmetry</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Grouping and sharing</b></p> <p>Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p><b>Numbers within 20</b></p> <p><u>Count up</u> to 20 objects •Represent, order and explore numbers to 10 •One more or fewer</p> <p><b>Money</b></p> <p>Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p><b>Addition and subtraction within 10</b></p> <p>Explore addition as counting on and subtraction as taking away</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Shape and pattern</b></p> <p>Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b></p> <p>Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p><b>Measures</b></p> <p>Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p> <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count in 2s, 5s and 10s</li> </ul>	<p>Seasons, days and months daily and relevant to the time.</p> <p><b>Depth of numbers within 20</b></p> <p>Explore numbers and strategies •<u>Recognise</u> and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p><b>Numbers beyond 20</b></p> <p>One more one less •Estimate and count •Grouping and sharing</p> <p><b>Measures</b></p> <p>Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>

English	Writing	1.1 To use their own simple story ideas or retell a familiar story using short, simple sentences.	
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	Working towards	<p>1.2 To spell some words containing previously taught phonemes and GPCs accurately.</p> <p>1.3 To write lower case letters in the correct direction, starting and finishing in the right place.</p> <p>1.4 To write sentences in order to create short narratives and non-fiction texts with correct use of full stops and capital letters</p> <p>1.5 To use some capital letters for names, places, the days of the week and the personal pronoun 'I'. finger spaces. full stops to end sentences.</p> <p>1.6 To write lower case and capital letters in the correct direction, starting and finishing in the right place</p>	
<b>English</b>	Writing At expected	<p>1.7 To spell some Y1 common exception words accurately (from English Appendix 1).</p> <p>1.8 To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>1.9 To spell most words containing previously taught phonemes and GPCs accurately including adding -s and -es to form regular plurals correctly</p> <p>1.91 To spell most y1 common exception words and days of the week accurately (from English Appendix 1)</p> <p>1.92 To use adjectives that have been modelled.</p> <p>1.93 To use adjectives to describe.</p>	
<b>English</b>	Writing GDS Autumn	<p>1. To write simple sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>2. To use some adjectives to describe (sometimes ambitious beyond the year group).</p> <p>3. Are able to regularly use capital letters for beginning of sentences and some names, places, the days of the week and the personal pronoun 'I'.</p> <p>4. Are able to regularly use some full stops to end sentences.</p> <p>5. To use some suffixes -ing, -ed, -er and -est to root words.</p> <p>6. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	Aut
<b>English</b>	Writing GDS Spring	<p>7. To write some sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>8. To use many adjectives to describe (sometimes ambitious beyond the year group).</p>	Spr

		<p>9. Are able to regularly use capital letters for beginning of sentences, names, places, the days of the week and the personal pronoun 'I'.</p> <p>10. Are able to regularly use full stops to end sentences.</p> <p>11. Are able to regularly use question marks and exclamation marks.</p> <p>12. To use many suffixes –ing, -ed, -er and –est to root words.</p> <p>13. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	
<b>English</b>	Writing GDS Sum	<p>14. To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>15. To use adjectives to describe (sometimes ambitious beyond the year group).</p> <p>16. Are able to regularly use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>17. Are able to regularly use full stops to end sentences.</p> <p>18. Are able to regularly use question marks and exclamation marks.</p> <p>19. To reread their writing to check that it makes sense and make suggested changes</p> <p>20. To add the suffixes –ing, -ed, -er and –est to root words.</p> <p>21. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	Sum
<b>English</b>	Writing Working towards	<p>2.1 Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>2.2 Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <p>2.3 Forming lower-case letters in the correct direction, starting and finishing in the right place</p> <p>2.4 Forming lower-case letters of the correct size relative to one another in some of the writing</p> <p>2.5 Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <p>2.6 Demarcating some sentences with capital letters and full stops</p>	

<b>English</b>	At expected	<p>2.7 Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically- plausible attempts at others</p> <p>2.8 Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>2.9 Using spacing between words that reflects the size of the letters</p> <p>2.91 Demarcating most sentences with: capital letters and full stops</p> <p>2.92 Writing about real events, recording these simply and clearly</p> <p>2.93 Spelling some common exception words</p> <p>2.94 Using co-ordination (or / and / but)</p> <p>2.95 Spelling many KS1 common exception words</p> <p>2.96 Using present and past tense mostly correctly and consistently</p> <p>2.97 and with use of: question marks.</p> <p>2.98 Using some subordination (when / if / that / because)</p>	
<b>English</b>	Writing GDS	<p>2.1 Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:</p> <p>2.2 making simple additions, revisions and proof-reading corrections to their own writing</p> <p>2.3 using the full range of punctuation taught at key stage 1 mostly correctly including: commas to separate items in a list</p> <p>2.4 using the full range of punctuation taught at key stage 1 mostly correctly including: apostrophes to mark singular possession in nouns and contractions</p> <p>2.5 spelling most common exception words</p> <p>2.6 adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly</p> <p>2.7 using the diagonal and horizontal strokes needed to join letters in most of their writing</p>	
<b>English</b>	Writing Working towards	<p>3.1 To use the full range of punctuation from previous year groups and some use of apostrophes of contraction</p> <p>3.2 To apply all spelling rules from the KS1 guidance within the English Appendix 1.</p> <p>3.3 To use the simple structure of a wider range of text types and show some understanding of purpose and audience</p> <p>3.4 To begin to use some evidence of joined handwriting.</p>	

<b>English</b>	Writing At expected	<p>3.5 To use a range of simple conjunctions (including some subordination).</p> <p>3.6 To make many deliberate ambitious word choices to add detail.</p> <p>3.7 To use the correct features for the relevant text types taught in year 3</p> <p>3.8 To maintain the correct tense (including present perfect tense) throughout a piece of writing</p> <p>3.9 To use some conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>3.91 To spell some many words with prefixes and suffixes correctly and homophones, from the Year 3 spelling scheme</p> <p>3.92 To spell some of the Year 3 and 4 statutory spelling words correctly.</p> <p>3.93 To use some evidence of joined handwriting style</p>	
<b>English</b>	Writing GDS Autumn	<ol style="list-style-type: none"> <li>1. Pupil(s) can sometimes independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing,</li> <li>2. To mostly independently proof-read theirs and others' work to check for errors, suggesting and making effective improvements.</li> <li>3. To make some deliberate ambitious word choices to add detail, effect and to engage the reader.</li> <li>4. To use the full range of punctuation appropriately some of the time</li> <li>5. To spell some words with prefixes correctly, from the y3 spelling scheme</li> <li>6. To spell some words with suffixes correctly, from the y3 spelling scheme</li> <li>7. To use a neat, joined handwriting style with increasing accuracy and speed.</li> </ol>	
<b>English</b>	Writing GDS Spring	<ol style="list-style-type: none"> <li>8. Pupil(s) can mostly independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>9. To independently proof-read many pieces of theirs and others' work to check for errors, suggesting and making effective improvements.</li> <li>10. To make many deliberate ambitious word choices to add detail, effect and to engage the reader.</li> <li>11. To use the full range of punctuation appropriately most of the time</li> <li>12. To spell most words with prefixes and suffixes correctly, from the y3 spelling scheme</li> <li>13. To use a neat, joined handwriting style with increasing accuracy and speed.</li> </ol>	

<b>English</b>	Writing GDS Summer	<p>14. Pupil(s) can consistently independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>15. To independently proof-read theirs and others' work to check for errors, suggesting and making effective improvements.</p> <p>16. To make mostly deliberate ambitious word choices to add detail, effect and to engage the reader.</p> <p>17. To use the full range of punctuation appropriately most of the time</p> <p>18. To spell most words with prefixes and suffixes correctly, from the y3 spelling scheme</p> <p>19. To use a neat, joined handwriting style with increasing accuracy and speed.</p>	
<b>English</b>	Writing Working towards	<p>4.1 To write narratives with a clear beginning, middle and end with a clear plot.</p> <p>4.2 To use the full range of punctuation from previous year groups.</p> <p>4.3 To use a neat, joined handwriting style consistently.</p> <p>4.4 To consistently organise their writing into paragraphs around a theme.</p> <p>4.5 To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</p> <p>4.6 To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).</p> <p>4.7 To maintain accurate tense throughout a piece of writing.</p> <p>4.8 To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	
<b>English</b>	At expected	<p>4.9 To use some apostrophes for singular possession confidently and begin to use apostrophes for plural possession</p> <p>4.91 To use inverted commas at the beginning and end of direct speech.</p> <p>4.92 To use all the necessary punctuation in direct speech mostly accurately.</p> <p>4.93 To spell many of the Year 3 and 4 statutory spelling words correctly.</p> <p>4.94 To spell most of the Year 3 and 4 statutory spelling words correctly.</p> <p>4.95 To use prepositional phrase e.g. the strict teacher with curly hair</p> <p>4.96 To use many fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</p>	

		4.97 To use joined handwriting style most of the time	
<b>English</b>	Writing GDS Autumn	<ol style="list-style-type: none"> <li>1. To sometimes independently proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion, making word choices changes</li> <li>2. To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time</li> <li>3. To sometimes use dialogue to convey a character and enhance the action</li> <li>4. To use some of all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.</li> <li>5. To sometimes use apostrophes for singular and plural possession.</li> <li>6. To sometimes expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>7. To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).</li> <li>8.</li> </ol>	Aut
<b>English</b>	Writing GDS Spring	<ol style="list-style-type: none"> <li>9. To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces</li> <li>10. To independently proofread many and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion, making word choices changes</li> <li>11. To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time</li> <li>12. To use many examples of dialogue to convey a character and enhance the action</li> <li>13. To use many of the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.</li> <li>14. To use many apostrophes for singular and plural possession.</li> <li>15. To expand many noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>16. To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).</li> </ol>	Spr

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<b>English</b>	Writing GDS Summer	<p>18. To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces</p> <p>19. To independently proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion, making word choices changes</p> <p>20. To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time</p> <p>21. To use dialogue to convey a character and enhance the action</p> <p>22. To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.</p> <p>23. To mostly use apostrophes for singular and plural possession.</p> <p>24. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>25. To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).</p>	Summer
<b>English</b>	Writing Working Towards	<p>5.1 To write legibly and fluently</p> <p>5.2 To write for a range of narratives and non-fiction pieces using appropriate structure some of the time (including genre-specific layout devices)</p> <p>5.3 To use the full range of punctuation from previous year groups.</p> <p>5.4 To create paragraphs that are sometimes suitably linked (some transitions may be awkward).</p> <p>5.5 To select appropriate grammar and vocabulary to match the purpose and audience of their writing.</p> <p>5.6 To spell some words correctly from the Y5/6 statutory spelling list.</p>	
<b>English</b>	Writing At expected	<p>5.7 To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</p> <p>5.8 To create paragraphs that are usually suitably linked.</p> <p>5.9 To use dialogue to convey a character and advance the action with increasing confidence.</p> <p>5.91 To write legibly, fluently and with increasing speed</p>	

		<p>5.92 To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>5.93 To use brackets, dashes or commas to begin to indicate parenthesis.</p> <p>5.94 To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>5.95 To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p>	
<b>English</b>	Writing GDS Autumn	<ol style="list-style-type: none"> <li>1. To effectively select (in an appropriate form) the correct features for the relevant text types taught in some pieces.</li> <li>2. To sometimes describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>3. To sometimes consistently link ideas across paragraphs.</li> <li>4. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements</li> <li>5. To sometimes use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity</li> <li>6. To spell some verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.)</li> </ol>	
<b>English</b>	Writing GDS Spring	<ol style="list-style-type: none"> <li>7. To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces.</li> <li>8. To mostly describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>9. To consistently link ideas across paragraphs most of the time.</li> <li>10. To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements</li> <li>11. To mostly use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity</li> <li>12. To spell most verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.)</li> </ol>	
<b>English</b>	Writing GDS Summer	<ol style="list-style-type: none"> <li>13. To effectively select (in an appropriate form) the correct features for the relevant text types taught in most pieces.</li> <li>14. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</li> </ol>	

		<p>15. To consistently link ideas across paragraphs.</p> <p>16. To use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity</p> <p>17. To independently proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements</p> <p>18. To spell most verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.)</p>	
<b>English</b>	Writing Working Towards	<p>6.1 write legibly</p> <p>6.2 Using mostly correctly: capital letters</p> <p>6.3 Using mostly correctly: full stops</p> <p>6.4 The pupil can write for a range of purposes: using paragraphs to organise ideas</p> <p>6.5 Using mostly correctly: question marks</p> <p>6.6 Using mostly correctly: commas for lists</p> <p>6.7 The pupil can write for a range of purposes: in narratives, describing settings and characters</p> <p>6.7 The pupil can write for a range of purposes: in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>6.8 Using mostly correctly: apostrophes for contraction</p> <p>6.9 spelling most words correctly (years 3 and 4)</p> <p>6.91 spelling some words correctly (years 5 and 6)</p>	
<b>English</b>	Writing At expected	<p>6.92 The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): in narratives, describe settings, characters and atmosphere</p> <p>6.93 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>6.94 use verb tenses consistently and correctly throughout their writing</p> <p>6.95 use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>6.96 integrate dialogue in narratives to convey character and advance the action</p>	

		<p>6.97 spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>6.98 maintain legibility in joined handwriting when writing at speed.</p> <p>6.99 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>	
<b>English</b>	Writing GDS	<p>6.1 Explain the structural devices used to organise a text.</p> <p>6.2 Comment on the structural devices used to organise the text. Compare fictional accounts in historical novels with the factual account</p> <p>6.3 Read several texts on the same topic to find and compare information.</p> <p>6.4 Explain the main purpose of a text and summarise it succinctly.</p> <p>6.5 Draw inferences from subtle clues across a complete text</p> <p>6.6 Recognise the impact of the social, historical, cultural on the themes in a text.</p> <p>6.7 Comment on the development of themes in longer novels.</p> <p>6.8 Compare and contrast the styles of different writers with evidence and explanation.</p> <p>6.9 Evaluate the styles of different writers with evidence and explanation.</p> <p>6.91 Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.</p> <p>6.92 Compare and contrast the language used in two different texts.</p> <p>6.93 Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.</p> <p>6.94 Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.</p> <p>6.95 Identify how writers manipulate grammatical features for effect.</p> <p>6.96 Analyse why writers make specific vocabulary choices.</p> <p>6.97 Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.</p> <p>6.98 Explain how and why a text has impact on a reader.</p> <p>6.99 Identify how characters change during the events of a longer novel.</p>	

	<p>6.991 Explain the key features, themes and characters across a text.</p> <p>6.992 Compare and contrast characters, themes and structure in texts by the same and different writers.</p> <p>6.993 Explain the author's viewpoint in a text and present an alternative point of view.</p> <p>6.994 Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).</p> <p>6.995 Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).</p> <p>6.996 Re-present collated information.</p>	
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