



Year Group: 6

Term: Autumn

Subject: English



## 'Street Child'

*Publisher: HarperCollins Children's Modern Classics*

*Author: Berlie Doherty*

<b>Final writing Outcome(s):</b>	<b>To write an historical narrative</b>
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<b>Success Criteria</b>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> <li>• Make appropriate choices of grammar and vocabulary: To clarify and enhance meaning and to reflect the level of formality required</li> <li>• Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum</li> </ul>
<u>Composition</u>	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience and purpose of the writing.</li> <li>• Develop setting, characters and plot in narrative writing:               <ul style="list-style-type: none"> <li>◦ Use dialogue to advance the action and/or reveal new information</li> <li>◦ Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel</li> <li>◦ Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others</li> </ul> </li> <li>• Summarise longer passages to clarify and enhance meaning</li> <li>• Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject-verb agreement and register, to enhance effects and clarify meaning</li> </ul>
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied</li> <li>• Use a dictionary and thesaurus to check word meaning and appropriateness</li> </ul>
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> <li>• Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and choice of writing implement.</li> </ul>
<u>Focus skills</u>	
<ul style="list-style-type: none"> <li>• Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth</li> <li>• Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).</li> <li>• Précis longer passages appropriately</li> <li>• Some accurate use of colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</li> <li>• A range of punctuation is used, mostly correctly including:               <ul style="list-style-type: none"> <li>-Commas to clarify meaning or avoid ambiguity</li> <li>-Inverted commas</li> </ul> </li> </ul>	