

Year 6 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Transform narrative writing into a script and perform as a short dramatised scene. Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop</p>	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information. Approach the subjects and compose an</p>	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience</p> <p>Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different instructional / procedural texts</p> <p>Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow</p> <p>Use the language conventions and grammatical features of different types of text as appropriate</p>	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on</p>	<p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: summarising fairly the competing views analysing strengths and weaknesses of different positions drawing reasoned conclusions where appropriate</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience. Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle). Investigate when a different tense is needed.</p>

	<p>characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use improvisation to explore typical characters, setting and events in a particular fiction genre. Plan and write a complete story in a particular genre with non-linear chronology, e.g. using flashbacks. Select features of narrative structure typical of the genre, e.g. starting an adventure story with a dramatic event and then providing background information. Arrange paragraphs</p>	<p>opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout.</p>	<p>influence the listener. developing a point logically and effectively supporting and illustrating points persuasively anticipating possible objections harnessing the known views, interests and feelings of the audience tailoring the writing to formal presentation where appropriate</p>		<p>research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience.</p>	<p>using formal language and presentation as appropriate Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may</p>	
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	<p>carefully and use a range of connecting devices to signal that the narrative is moving back or forward in time e.g. use two narrators to tell the story from different perspectives. Create a typical setting and characters for the genre using expressive language and building up small details. Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader. Plan and write an extended story. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the</p>					<p>be used to provide additional information or give evidence</p>	
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	<p>character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.</p>						
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