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Vivid Language in Reviews - Year 6

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Teacher Quick Start

Year 6 English • Five lessons of 55 minutes

Purpose: pupils identify a reviewer's language, explain its meaning and connect it to a named reader. Writing an honest review is transfer after independent reading evidence.

Prior knowledge to check: read a short review, find a recommendation, quote relevant words and distinguish a supplied detail from a judgement. Read unfamiliar words together; do not assume all idioms are known.

Prepare: display the editable presentation and six device posters. Give pupils the personal reference sheet and visible review sources. Select the supported, core or extension response page for Lessons 2–3. Keep each matching red key for feedback. All named activities are invented reading contexts; buying or physically making them is unnecessary.

Materials: source/task copies or a shared display, pencil/highlighter, scissors for adult preparation, and the supplied clinic cards, two matching checking pages and record sheets. Cut complete cards by their borders and retain 18 IP. Use a screen for the optional retrieval quiz.

Teach: model quote → name or choice → contextual meaning → stance and likely audience effect. Keep fact boxes visible. Use *could*, since readers differ. Show literal counterexamples. Accept a reasoned overlap; never accept a label without an explanation.

Access: read sources aloud in small chunks; explain key vocabulary and idioms; allow pupils to point to a picture, rehearse orally, use pictures or a communication device, or have an adult record an explanation. Keep the same interpretation target. Record support on a graphic; do not grade handwriting instead of reasoning.

Feedback: answers follow their matching worksheets. Colour pages are displays/practical materials; black-and-white pages are reading, practice and assessment. Use the fresh F1/F2 sources only in Lesson 5. All six meanings, two audience effects and a valid fact/comparison distinction are needed for Secure reading. Strong composition cannot replace missing reading evidence.

Lesson 1: What Does the Reviewer Think?

55 minutes • Goal: distinguish a fact from stance and explain a quoted choice.

Use: presentation slides 1–7, R1 neutral/enthusiastic sources, R1 task/key, D7 model and reference sheet.

0–5 Diagnostic: show “absorbing challenge” and “frustrating challenge” beside identical ten-card/paper-strip facts. Ask pupils to quote the word showing each stance. Note guesses without evidence; explain absorbing as holding interest.

5–15 Model: read the full R1 enthusiastic review with its fact box. Quote “workshop of ideas”; name metaphor; explain a place full of thinking; link to a lunchtime maker who may expect an interesting shared task. Contrast the real supplied ten-card count. Explain “on the fence” as undecided, never literally sitting on a fence.

15–25 Guided comparison: read R1 neutral. Compare “Team can never catch up” with instructions that “invite” another attempt. Elicit helpful personification; the retry rule stays unchanged. Discuss “soft rustle” as literal sound, imagery. Ask which idea is a fact and which shows approval.

25–45 Practice: all use R1 responses. Support sharing the evidence, offer enthusiastic/critical stance choices and rehearse “I chose... because the words...”. Core: complete all three quote/meaning responses independently. Extension: explain how a careful maker and a pupil wanting a busy competition could respond differently; use may/could and two quotes.

45–50 Peer evidence check: partners locate each other’s quotation in the visible source. Use the full red key to discuss sound and alternative, not copy a preferred feeling.

50–55 Exit: each pupil names one fact and one vivid opinion and explains the difference. Next step: reteach quoting if a pupil infers enthusiasm without language evidence; reteach idiom meaning if interpreted literally. Keep written, spoken, pointed or scribed reasoning equally valid.

Lesson 2: Comparisons and Human Qualities

55 minutes • Goal: interpret simile, metaphor and personification in a review.

Use: slides 8–13, relevant displays, complete R2 enthusiastic/mixed sources and selected R2 task/key.

0–5 Retrieval: distinguish “I like making bridges” from “as clear as a road sign”. Explain that like/as alone does not make a simile. Read the R2 fact box together.

5–17 Model: quote “as cosy as a blanket fort” and paraphrase comfort; compare with “as cramped as a crowded lift” for criticism. Quote “opens a window onto a sky full of questions”: metaphor for access to new ideas, without is/are or a real window. Quote captions that “patiently guide” as a human action; explain why it sounds helpful.

17–25 Guided analysis: find captions that “begged for my attention” in the mixed review. Paraphrase insistently demanding attention. Compare that attitude with patient guidance. Confirm both visits use six displays, cardboard tubes and a fifteen-minute suggestion; changed wording does not change supplies.

25–45 Practice: support uses R2 Supported with welcoming/impossible choices, quotation and oral meaning rehearsal. Core explains three choices and keeps one shared fact. Extension justifies a defence while overlapping interpretation and recommends different reviews to a patient science club and a five-break seeker. Keep sources visible; do not make this a speed-label task.

45–50 Share: compare “astorbing” and “bewildered”. Ask who might welcome careful looking and who might hesitate. A supported different reaction is valid; require the actual phrase and audience in.

50–55 Exit: explain how the same darkened corner receives different wording. Next step: if a pupil chooses facts to explain tone, return to the two fact boxes. If labels are correct but meanings vague, rehearse a plain paraphrase before discussing effect. Use the matching full red key for focused feedback.

Lesson 3: Idioms, Sensation and Exaggeration

55 minutes • Goal: interpret nonliteral intensity and separate it from evidence.

Use: slides 14–19, R3 positive/critical sources and selected R3 task/key, R5 source/task/key for additional guided practice if useful.

0–5 Retrieval: explain a familiar metaphor or personification from yesterday without simply naming it. Read the unchanged R3 rules and audience lines.

5–17 Model: “a piece of cake” is an established idiom meaning easy. “Watching paint dry” conventionally means very boring. Contrast “a million rounds” with “a thousand years”: recognisable hyperbole for pleasure and frustration, not measured counts. A large verified number would be a fact, not automatically hyperbole.

17–25 Guided comparison: use the supplied twelve-tile count and a suggested ten-minute round as actual evidence. Read “smooth tile edges slid beneath my fingers”: literal touch imagery, no metaphor required. Contrast ordering “inviting” and “demanding”; an experienced planner may welcome demanding work.

25–45 Practice: support chooses meanings and then quotes/explains them in R3 Supported. Core interprets three choices and links them to distance. Extension explains ideas “bounced”, gives a supported different reader response and revises the exaggerated waiting phrase into a restrained opinion. Keep every rule/count unchanged. Pupils may respond alone, with an adult recording their reason.

45–50 Discussion: which view has a couple seeking competition? Require “no scoring” plus a relevant judgement. Use R5 if needed to show that touch imagery can coexist with disapproval. Pupil choice and a mixed recommendation.

50–55 Exit: give one literal sensory phrase and explain the sense. Ask why it is imagery without requiring all five senses. Next step: if exaggeration is treated as proof, sort a supplied count from an expressed feeling; if an idiom is literal, explain its conventional meaning in context. Use exact paired keys and accept justified effects.

Lesson 4: Reviewers' Language Clinic

55 minutes • Goal: explain contextual choices cooperatively, then transfer independently.

Use: slides 20–24, clinic rules, 18 cards, two mats, three checks, four-case record/key, fresh transfer/key; R4 source/task/key as an additional audience comparison.

0–5 Retrieval: pupils give concise meanings for the six devices. Accept one-sense literal imagery and a metaphor without is/are.

5–15 Worked turn: read all of Card 01, including four picture cards and quiet-maker audience. Quote “built a bridge to ideas”; explain metaphor for connecting ideas. State positive stance and a qualified effect: a quiet maker may expect thoughtful connections. Show the supplied fact is four cards, not a real bridge. Read check question after the explanation; model recording the reason.

15–40 Rotations: groups of 2–4 use reader, evidence finder, audience adviser and checker roles, combining roles when needed and rotating each turn. Follow the supplied rules. Support uses 01,03,05,07,09,11 with vocabulary help; core cases 01–12; extension adds 13–18 for audience contrasts, overlap and unsupported guarantees. No points for speed; completion needs explanation before checking. Each pupil records four cases. Listen for: quotation plus meaning, audience named, may/could qualification, and distinction between evaluation and supplied details. On 15/16, accept justified overlap. On 17/18, reject “everyone” guarantees without evidence. Use R4 if a group needs another two-audience model.

40–50 Independent transfer: remove the checks, retain fresh T1/T2 source text, and ask pupils to explain the simile/personification and reader effects. Mark using the exact full paired key; do not substitute memorised card answers.

50–55 Exit/research: compare two supported reader responses. Check all 18 IDs, return checks face down and collect mats/records. Next step: reteach the missing meaning or reader link shown in transfer; do not infer independent mastery only from a group's correct turn.

Lesson 5: Interpret, Then Review Honestly

55 minutes • Goal: independently interpret fresh reviews, then justify honest choices. Use: slides 25–28, fresh F1/F2 sources/fact box, assessment response pages and exact keys, two-page rubric, workshop planning/composition pages and full models.

0–5 Retrieval: use an old R3 quotation, never a final assessment phrase. Explain meaning and one possible reader effect.

5–10 Criteria reminder: locate/name a quote, paraphrase its contextual meaning, link stance to a supplied audience, and compare evidence credibly. Show the rubric levels with an old example. Explain that writing alone cannot replace the reading evidence.

10–30 Independent reading: keep complete F1/F2 sources and the shared fact box visible. Pupils respond on all three assessment pages: six targeted meanings/types, ordinary evaluation and imagery, two audience effects, comparison and credibility. Read sources or record spoken/pointed responses when needed, record that access on the rubric. Do not coach the actual interpretation or exact keys. If reading access needs more time, use a planned continuation before giving feedback.

30–45 Honest workshop: use the different Form and Form Fact set. Plan for a named reader, then write 80–110 words with one or three purposeful choices and annotate two reasons. Preserve eight cards/two names/narrative. No requirement to force all six devices or guarantee enjoyment. Allow oral composition with a scribe while retaining the choice/reason task.

45–50 Self-check: forms preserved, reader named, recommendation honest, two quoted choices explained. Use the full model after pupils finish; it is one defensible response, not text to memorise.

50–55 Teacher reflection: use the four rubric criteria and actual reading evidence. Secure needs six correct contextual meanings/labels, two supported audience effects and a valid comparison/fact distinction. Give one precise next step, such as interpreting an unfamiliar idiom or qualifying a reader effect. Report reasoning separately from spelling/handwriting; a strong review cannot erase a reading gap.

Reviewer's Devices: Metaphor



A metaphor describes something through another idea without an explicit like/as comparison.

A REVIEW EXAMPLE

“The card trail planted a seed of curiosity.”

MEANING

The trail started a wish to find out more; no real seed was planted.

POSSIBLE READER EFFECT

A curious pupil may want to try the trail.

A good explanation connects the quotation to this reader.



Reviewer's Devices: **Simile**

A **simile** makes a figurative comparison, often using *like* or *as*.

A REVIEW EXAMPLE

“The first puzzle was as friendly as a wave from a classmate.”



MEANING

The puzzle seemed welcoming and easy to approach.

POSSIBLE READER EFFECT

A nervous beginner may feel ready to start.

A good explanation connects the quotation to this reader.

PREVIEW



*Great writing
helps others see more.*



Reviewer's Devices: Personification

WORDS
CREATE
PICTURES

Personification gives human qualities or actions to something nonhuman.

A REVIEW EXAMPLE

"The empty frame waited patiently for our next idea."

MEANING

A frame cannot be patient; the writer suggests there is no rush.

POSSIBLE READER EFFECT

A careful maker may feel comfortable experimenting.

A good explanation connects the quotation to this reader.



PREVIEW



Reviewer's Devices: Idiom

An idiom is an established expression with a familiar meaning beyond its literal words.

A REVIEW EXAMPLE

"The first match was a piece of cake, so I tried the next card."

MEANING

A piece of cake means easy here, no food is involved.

POSSIBLE READER EFFECT

A beginner may find this a manageable first task.
A good explanation connects the quotation to this reader.



Imagery helps a reader imagine a sensory experience. It may be literal and use just one sense.

A REVIEW EXAMPLE

“The dry paper rustled against my sleeve.”

MEANING

The words evoke a soft sound. The paper really could rustle.

POSSIBLE READER EFFECT

A reader may imagine a calm table activity. No metaphor is needed.

A good explanation connects the quotation to its reader.



PK



Reviewer's Devices: Hyperbole

Hyperbole is deliberate exaggeration for effect, not a verified count or time.

A REVIEW EXAMPLE

"I could have spent a thousand afternoons sorting those pictures!"

MEANING

The writer exaggerates to show strong enjoyment.

POSSIBLE READER EFFECT

A keen collector may expect an engaging activity; the number is not evidence.

A good explanation connects the quotation to this reader.



Quote, Meaning, Audience

Audience: pupils who like making things carefully

Review:

"The empty frame waited patiently for our next idea."



Ideas
take
time
♡



“

QUOTE: “waited patiently”



NAME: Personification gives the frame a human quality.



MEANING: The writer suggests there is no rush to choose.



STANCE: The reviewer sounds comfortable with the activity.



AUDIENCE EFFECT: A careful maker may feel free to experiment.
Another reader could prefer a faster task.



My Reviewer's Reference

Name: _____

Metaphor: describes through another idea. “A workshop of ideas” means a place full of thinking.

Simile: figurative comparison. “As clear as a road sign” means easy to understand.

Personification: human qualities given to nonhuman things. Instructions “invite” a retry.

Idiom: established expression. “On the fence” means undecided.

Imagery: words that evoke a sense. “Soft rustle” suggests a sound and may be literal.

Hyperbole: deliberate exaggeration. “A million rounds” expresses enjoyment, not a count.

Stance: what the reviewer thinks. **Audience:** who they write for.

Tone: the attitude you hear in the words. **Connotation:** an extra link linked to a word.

Evidence: the exact words or supplied detail that support an explanation.

Reminder: like/as can be literal; a metaphor needs like/as. Strong words can work without a device. A reasoned overlap or different reader response can be valid.

My response route: Quote → name of choice → meaning → likely effect on the named reader.

R1: A Neutral Review

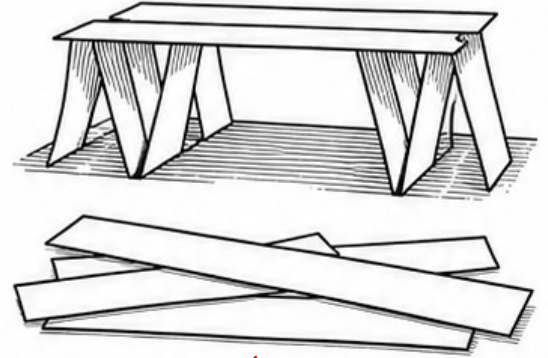
Fictional review for reading

Audience: Year 6 lunchtime club

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FACT BOX

Ten instruction cards; plain paper strips;
no timer; suggested session: twenty minutes;
teams may retry a bridge.



REVIEW

Paper-Bridge Challenge is an activity for the Year 6 lunchtime club. It includes ten instruction cards and plain paper strips. The suggested session is twenty minutes, although there is no timer. Teams follow a card and arrange the strips to make a bridge. They can test their bridge and retry it. Our team used the cards in order and talked about how to place the paper. I heard paper rustling as we worked. Some bridges held and some needed another attempt. The activity offers a shared task for pupils who want to build with paper. I would suggest reading the first card together before deciding how to begin.

PREVIEW

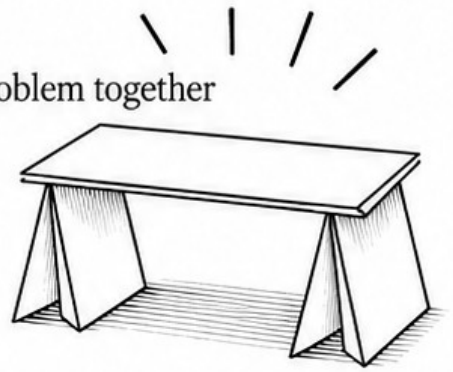
R1: An Enthusiastic Review

Fictional review for reading

Audience: Year 6 lunchtime club members who enjoy solving a problem together

FACT BOX

Ten instruction cards; plain paper strips; no timer;
suggested session: twenty minutes; teams may retry a bridge.



REVIEW

Paper-Bridge Challenge turns a quiet table into a workshop of ideas. The first card is as clear as a road sign, and the patient instructions invite you to try again. It was on the fence until our first bridge held. The soft rustle of paper made the room feel busy without becoming noisy. Ten instruction cards and plain paper strips give Year 6 lunchtime club members a place to begin. There is no timer, and the suggested twenty minutes lets a team talk and retry. I could have cheered loud enough for the moon to hear! I recommend it to club members who enjoy solving a problem together, even when the first attempt wobbles.

PREVIEW

R1: What Does the Reviewer Think?

Name: _____

Keep R1 neutral and enthusiastic reviews visible.



1. Quote one supplied factual detail shared by both reviews. Why is it a detail rather than praise?

2. Quote “as clear as a road sign”. Name the device and explain what it suggests about the first card.

3. Choose “workshop of ideas” or “on the fence”. Explain its meaning and a likely effect on a lunchtime club reader.

Evidence check: Did I quote the actual words? Could another reader react differently?

PREVIEW

R1: What Does the Reviewer Think?

Name: ANSWERS

Keep R1 neutral and enthusiastic reviews visible.



1. Quote one supplied factual detail shared by both reviews. Why is it a detail rather than praise?

"Ten instruction cards" is a supplied count, not the reviewer's approval.
Other fact-box details are valid.

2. Quote "as clear as a road sign". Name the device and explain what it suggests about the first card.

Simile. The first card seems easy to understand, as a clear road sign
would be.

3. Choose "workshop of ideas" or "on the fence". Explain its meaning and a likely effect on a lunchtime club reader.

"Workshop of ideas" is a metaphor: a table becomes a place full of thinking.
A club reader who likes making may feel interested. OR "on the fence" is an
idiom meaning undecided; a hesitant reader may trust that the reviewer
changed their mind after trying. Accept a justified alternative effect.

Evidence check: Did I quote the actual words? Could another reader react differently?

R2: An Enthusiastic Visit

Fictional review for reading

Audience: Year 6 science club

FACT BOX

Six displays; paper star maps;
cardboard viewing tubes; printed
captions; one darkened corner;
suggested visit: fifteen minutes.



REVIEW

Pocket Observatory opens a window onto a new world of questions. Six displays use paper star maps, cardboard viewing tubes and printed captions. The darkened corner is as cosy as a blanket fort, and the captions patiently guide curious visitors. For a Year 6 science club, these simple materials make an absorbing visit. The faint scrape of a tube against the table helps me picture pupils testing a new view. I was over the moon when I worked out one map. A suggested fifteen-minute visit gives the club a short sharp science fix. I would recommend it to readers who like looking closely and asking questions rather than expecting a real telescope.

PREVIEW

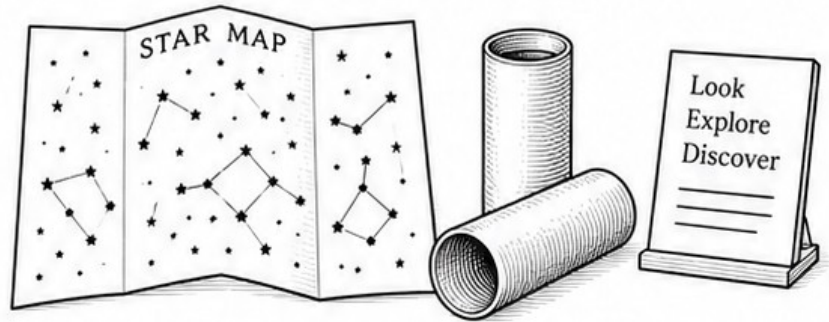
R2: A Mixed Visit

Fictional review for reading

Audience: pupils wanting a quick lunchtime activity

FACT BOX

Six displays; paper star maps;
cardboard viewing tubes; printed
captions; one darkened corner;
suggested visit: fifteen minutes.



REVIEW

Pocket Observatory has six displays, paper star maps, cardboard viewing tubes and printed captions. One corner is darkened, and the suggested visit is fifteen minutes. For visitors who want a quick lunchtime activity, the corner felt as cramped as a crowded lift. The captions begged for my attention when I wanted to move on. I felt a little bewildered by the maps at first. A tube scratched softly against the table beside me. I was on the fence about recommending the exhibition, although readers who enjoy careful looking might find it absorbing. It could suit a patient science club better than pupils hoping for an active game. The same modest materials may delight one visitor and frustrate another.

PREVIEW

R2 Comparison: Supported

Name: _____

Keep both R2 reviews visible (see the separate R2 Pocket Observatory source sheets).

1. “As cosy as a blanket fort” suggests: welcoming / impossible. Circle one; quote the phrase and explain the simile.

2. The captions “patiently guide” visitors. What human action is given to the captions? What does it suggest?

3. Choose one word: absorbing / bewildered. Which review uses it? How could it affect the named reader?



R2 Comparison: Supported

Name: **ANSWERS**

Keep both R2 reviews visible (see the separate R2 Pocket Observatory source sheets).

1. “As cosy as a blanket fort” suggests: welcoming / impossible. Circle one; quote the phrase and explain the simile.

Welcoming. The simile compares the corner to a comfortable blanket fort; a science club reader may expect a pleasant place to look closely.

2. The captions “patiently guide” visitors. What human action is given to the captions? What does it suggest?

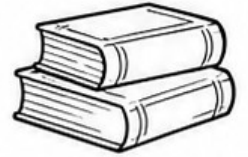
Guiding patiently is human behaviour. The personification suggests helpful captions and makes the visitor more approachable.

3. Choose one word: absorbing / bewildered. Which review uses it? How could it affect the named reader?

“Absorbing” in the enthusiastic review means holding interest; a science club reader may want to visit. “Bewildered” in the mixed review suggests confusion; a pupil wanting a quick activity may hesitate. Accept the chosen word with a supported explanation.



R2 Comparison: Core



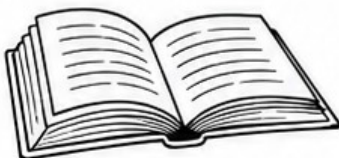
Name: _____

Keep both R2 reviews visible.

1. Quote the metaphor “opens a window onto a sky full of questions”.
Explain its nonliteral meaning.

2. Compare “as cosy as a blanket fort” with “as cramped as a crowded lift”.
Name the device and explain each stand

3. Explain how “absorbing” and “bewildered” could affect the two named audiences. Keep one shared fact in your comparison.



R2 Comparison: Core



Name: ANSWERS

Keep both R2 reviews visible.

1. Quote the metaphor “opens a window onto a sky full of questions”.
Explain its nonliteral meaning.

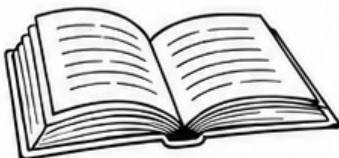
Metaphor: the exhibition gives a new way to explore questions about the sky, without opening a real window.

2. Compare “as cosy as a blanket fort” with “as cramped as a crowded lift”.
Name the device and explain each stance.

Both are similes. Cosy suggests comfort and approval; cramped suggests lack of space and criticism.

3. Explain how “absorbing” and “bewildered” could affect the two named audiences. Keep one shared fact in your comparison.

“Absorbing” may attract a patient science club; “bewildered” may warn a quick lunchtime visitor about confusion. Both reviews describe six displays, so the stance changes, not the count. Accept another shared fact or a justified reader response.



R2 Comparison: Extension



Name: _____

Keep both R2 reviews visible.

1. The captions “begged for my attention”. Explain the personification and why it sounds more demanding than “patiently guide”.

2. Could “opens a window onto a sky full of questions” support more than one device reading? Quote and justify a reading.

3. Recommend one review to a patient science club and one to a pupil wanting a quick active break. Compare evidence, qualify your effect with may/could, and keep the facts unchanged.



R2 Comparison: Extension



Name: ANSWERS

Keep both R2 reviews visible.

1. The captions “begged for my attention”. Explain the personification and why it sounds more demanding than “patiently guide”.

Begging is a human action. It makes the captions seem insistently demanding attention, unlike patient guidance which sounds helpful.

2. Could “opens a window onto a sky full of questions” support more than one device reading? Quote and justify a reading.

Metaphor is secure: the exhibition offers access to new ideas through an imagined window. A sensory image of a sky is also defensible if explained; do not award a label alone.

3. Recommend one review to a patient science club and one to a pupil wanting a quick active break. Compare evidence, qualify your effect with may/could, and keep the facts unchanged.

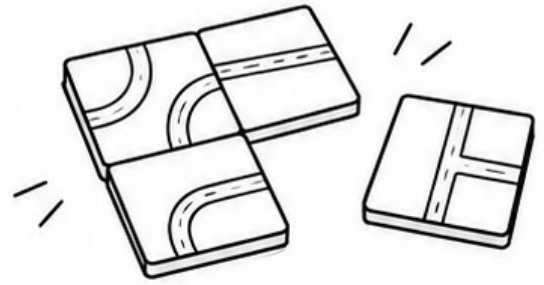
The enthusiastic review may suit a patient science club because “absorbing” praises careful looking. The mixed review could help an active-break seeker because it says “rather than an active game”. Both use cardboard viewing tubes; neither offers a real telescope. Accept qualified, text-supported alternatives.



R3: A Positive Game Review.

Fictional review for reading

Audience: pupils who enjoy cooperating

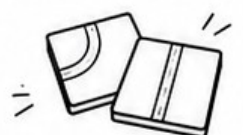


FACT BOX

A cooperative game for two to four players; twelve square tiles; players take turns placing one tile; all players share a route; no scoring; suggested round: ten minutes.

REVIEW

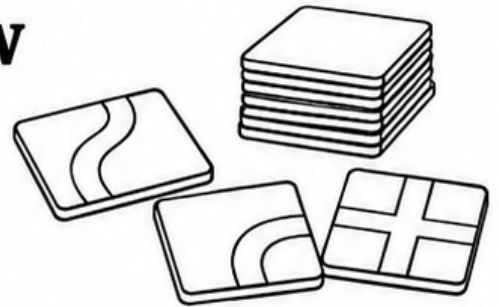
Corner-to-Corner gives two to four players twelve square tiles and a shared route to build. Players take turns placing one tile, with no scoring and a suggested ten-minute round. For pupils who enjoy cooperating, the first turn was a piece of cake. Later, our ideas bounced around the table. I could have played a million rounds. The smooth tile edges slid beneath my fingertips while we planned a route. This was a winning game because nobody had to beat a friend. I recommend it to a lunchtime group willing to listen and rethink a move. A pupil who prefers competing for points might want a different kind of game.



R3: A Critical Game Review

Fictional review for reading

Audience: players who want quick competition



FACT BOX

A cooperative game for two to four players; twelve square tiles; players take turns placing one tile; all players share a route; no scoring; suggested round: ten minutes.

REVIEW

Corner-to-Corner uses twelve square tiles for two to four players. Everyone shares a route, takes turns placing one tile and plays without scoring. The suggested round is ten minutes. For players who want quick competition, waiting for my turn felt like watching paint dry. I thought the decisions were demanding and I seemed to wait a thousand years before placing a tile. The smooth edges brushed my fingertips as I held it. Careful partners may enjoy discussing every move, but I found the shared route frustrating. I would recommend it to patient winners, rather than pupils hoping to win points. The long wait is my feeling, not a measured time.

PREVIEW

R3 Language: Supported



Name: _____

Keep both R3 reviews visible.

1. “A piece of cake” means: easy / a snack. Explain the idiom in this game.

2. “A million rounds” is a supplied count / demonstrate exaggeration.
Quote it and explain the feeling.

3. “Smooth tile edges” appeals to touch / taste. Explain this imagery and
quote a real supplied tile count.



R3 Language: Supported



Name: ANSWERS

Keep both R3 reviews visible.

1. "A piece of cake" means: easy / a snack. Explain the idiom in this game.

Easy. The first turn felt manageable; no cake was eaten.

2. "A million rounds" is a supplied count / deliberate exaggeration.
Quote it and explain the feeling.

Deliberate exaggeration. "I could have played a million rounds"
shows strong enjoyment, not an actual count.

3. "Smooth tile edges" appeals to touch / taste. Explain this imagery and
quote a real supplied tile count.

Touch. Smooth edges suggest how the tiles felt. "Twelve square tiles"
is the supplied count. Imagery can describe a real sensation.





R3 Language: Core



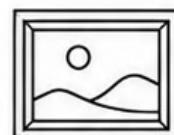
Name: _____

Keep both R3 reviews visible.

1. Explain “watching paint dry”. Name the device and the reviewer’s stance.

2. Compare “a million rounds” with “a thousand years”. Why are neither verified facts? Quote one supplied fact instead.

3. Explain how “inviting” and “demanding” could affect cooperative planners and competitive players. Include the literal touch imagery in your explanation.





R3 Language: Core



Name: ANSWERS

Keep both R3 reviews visible.

1. Explain “watching paint dry”. Name the device and the reviewer’s stance.

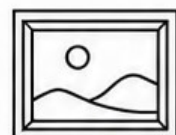
Established idiom: an experience feels very boring, It shows criticism of waiting, not an actual painting activity.

2. Compare “a million rounds” with “a thousand years”. Why are neither verified facts? Quote one supplied fact instead.

Both are hyperbole: one intensifies enjoyment, the other frustration. The fact box supplies “a suggested ten-minute round”; neither huge number is measure of evidence.

3. Explain how “inviting” and “demanding” could affect cooperative planners and competitive players. Include the literal touch imagery in your explanation.

“Inviting” may attract cooperative planners; “demanding” may warn competitive players about effort. “Smooth tile edges” helps readers imagine the feel, but does not itself prove the game is good or bad. Accept justified different audience responses.



R3 Language: Extension



Name: _____

Keep both R3 reviews visible.

1. Explain “our ideas bounced around the table”. Why is it not a literal report of moving objects?

2. An experienced planner may welcome “deliberation”. Explain that alternative response with evidence.

3. Replace “a thousand years” with a restrained opinion while preserving the facts. Which review is more helpful to a group seeking competition? Justify with two quotations.



R3 Language: Extension



Name: **ANSWERS**

Keep both R3 reviews visible.

1. Explain “our ideas bounced around the table”. Why is it not a literal report of moving objects?

Metaphor: people shared and changed ideas actively; ideas are not solid objects bouncing on a table.

2. An experienced planner may welcome “demanding” explain that alternative response with evidence.

“Demanding” may promise worthwhile challenge to a skilled planner, even though this reviewer found decisions frustrating. Accept text-supported alternative effects.

3. Replace “a thousand years” with a restrained opinion while preserving the facts. Which review is more helpful to a group seeking competition? Justify with two quotations.

Model: “Waiting for my turn felt too slow for me.”

The critical review may be helpful because it names “no scoring” and recommends “patient planners” rather than point-seekers. The revised opinion changes no tile/player/time facts. Accept a qualified alternative with two relevant quotes.



Reviewers' Language Clinic: Rules



For groups of 2–4 • Fictional review cards

Equipment: the 18 cards, two audience mats, checking pages, pencils and one record sheet per pupil. Cut the cards on their printed borders; keep IDs visible. Spread the cards face up. Keep checks face down until an explanation is ready.



Roles:

Reader reads the whole card and factual context. **Evidence finder** quotes exact words and names a device or choice. **Audience adviser** explains meaning, stance and a likely effect on the named reader. **Checker** reads the matching ID and asks for evidence. With two or three pupils, combine roles. Rotate after each card.



A turn:

Choose a card; read it; quote; name/describe; paraphrase; explain the audience effect; turn over the check. No explanation, no completed case. Record one agreed response before moving on. There is no time for points for speed.



Worked turn, Card 01:

Quote “built a bridge to ideas”. It is a metaphor for connecting new ideas. The reviewer approves. A quiet maker may expect a thoughtful task. Four picture cards is too much to support a fact, not a bridge.



Routes:

Supported groups try 01, 03, 05, 07, 09, 11 with word help and oral rehearsal. Core groups try 01–12. Extension adds 13–18. Individual card for cases and complete the separate fresh transfer.



Fair checking:

Accept an alternative effect or overlap only when quoted words and contextual meaning support it. Do not accept a new line. Use may/could, not every reader will.



Reset:

Collect all 18 IDs; place checks face down; shuffle within the chosen route. Return mats and record sheets. Wash hands after handling classroom materials when needed.





Language Clinic Cards 01–06

CARD 01 • Audience: Quiet makers

Frame Match supplies four picture cards. This little gallery built a bridge to ideas I had not tried. I recommend it to quiet makers who enjoy connecting pictures before choosing a final arrangement.



CARD 02 • Audience: Curious readers

Clue Pockets includes two folded envelopes. Each opened a window onto a new question. I found it absorbing and suggest it to curious readers who like pausing to work out a small mystery.



CARD 03 • Audience: Nervous beginners

Tile Letters uses six wooden tiles. The first clue was as gentle as a friendly nudge. I felt ready to continue, so I recommend the activity to beginners who dislike a difficult opening.



CARD 04 • Audience: Fast finishers

Paper Paths has three tracing cards. The first card was as tangled as a knot on a string. I found that frustrating and would suggest it to patient solvers rather than pupils wanting quick success.



CARD 05 • Audience: Careful planners

Build Again provides five model cards. The patient cards waited for our next attempt. I enjoyed the unhurried pace and recommend the task to careful planners who like trying an idea more than once.



CARD 06 • Audience: Active groups

Caption Corner has four labelled pictures. The captions scolded me for skimming. I felt irritated and recommend it to close readers, not to an active group hoping to move around during a break.



Language Clinic Cards 07–12

07

Audience: New players

Pair Parade uses eight matching cards. Our first match was a piece of cake, which encouraged me to keep going. I recommend it to new players who want a comfortable start before a harder pair.



08

Audience: Unsure visitors

Clay Window displays three small models. I was on the fence until I read the labels. Then the odd shapes made sense. I suggest it to unsure visitors who are willing to look twice.



09

Audience: Quiet readers

Book Basket holds five books. The cool cloth lining brushed my wrist as I chose one. I found the nook peaceful and recommend it to quiet readers who want a short calm pause.



10

Audience: Pupils sensitive to noise

Click It has four cardboard flaps. Shuffling broke the hush whenever we opened one. I found it so quiet and would recommend it to pupils who prefer working with very little noise.



11

Audience: Keen collectors

Picture Hunt gives teams six clue cards. I could have searched for a hundred summers! I loved noticing tiny details and recommend it to keen collectors who enjoy a challenge that rewards careful looking.



12

Audience: Impatient groups

Turn Tiles includes ten tiles and requires taking turns. I waited longer than every school holiday put together. I felt restless and recommend it to patient partners rather than groups who want constant action.





Language Clinic Cards 13–18



CARD 13

Audience: Experienced and new players



Route Puzzle uses seven cards. I called it demanding. An experienced player may enjoy that challenge; a beginner may worry. I recommend it when partners can explain their choices to one another.

CARD 14

Audience: Art club and active-break group



Label Gallery has five labelled models to look at, without touching. I found it absorbing. An art club may welcome close study; an active-break group may still want to make something instead.

CARD 15

Audience: Puzzle enthusiasts



Question Trail has four station cards. The questions dragged me into a sea of possibilities. I loved wondering about each choice and recommend it to puzzle enthusiasts who enjoy discussing more than one solution.

CARD 16

Audience: Readers seeking comfort



Quiet Shelter has three books. Soft pages sighed beneath my fingers. I found the small space restful and recommend it to readers seeking comfort; a pupil wanting variety might prefer a larger selection.

CARD 17

Audience: Readers checking claims



Shape Shuffle contains nine cards. It offers endless delight, according to my review. I enjoyed the patterns, but endless delight is not a supplied feature or guarantee for readers deciding whether to try it.

CARD 18

Audience: Readers comparing evidence



Sketch Stop supplies two pencils and four prompt cards. Every pupil will love it, I wrote. That promise goes beyond my evidence. I can recommend it to keen sketchers without claiming to know everyone's response.

PREVIEW

Audience Mat: What Might This Reader Think?



READ: Who is the named audience? What do they want?

QUOTE: Which exact words shape the review?

MEANING: What does the phrase mean in this context?

STANCE: Does the reviewer approve, criticise or have mixed feelings?

EFFECT: This reader may... because...

CHECK: A different response can be sound if the words support it.



Stance and Evidence Mat



Place one complete card here.

FACT: What detail is actually supplied?

OPINION: Which choice shows a feeling or judgement?

NONLITERAL: Does a phrase compare, give a human quality, use an idiom or exaggerate?

CREDIBILITY: Does the recommendation promise more than the evidence supports?

EXPLAIN: Quote → meaning → reader effect.

PREVIEW





Clinic Checks 01-06



01

“built a bridge to ideas”



Metaphor. It helped the reviewer connect new ideas, without a real bridge.

Positive; quiet makers may expect thoughtful connections.

02

“opened a window onto a new question”



Metaphor. It offered a new way into a question; no window opened.

Positive; curious readers may want to investigate.

03

“as gentle as a friendly nudge”



Simile. The first clue seemed reassuring and easy to approach.

Positive; nervous beginners may feel welcome.

04

“as tangled as a knot of string”



Simile. The clue seemed confusing and hard to untangle.

Critical; finicky readers may hesitate.

05

“patient cards waited”



Personification. Cards are given patience, a human quality.

Positive; careful planners may expect an unhurried task.

06

“captions scolded me”



Personification. Captions are given the human action of scolding.

Critical; active groups may expect demanding reading.

A supported alternative reader effect is valid; a label alone is not.

PREVIEW

Clinic Checks 07-12



07 “a piece of cake”

Idiom. An established expression meaning easy; no food.

Positive; new players may feel reassured.



08 “on the fence”

Idiom. Undecided, not sitting on an actual fence.

Mixed becoming positive; unsure visitors may try it.



09 “cool cloth lining brushed my wrist”

Imagery. Literal touch imagery: readers imagine cool soft contact.

Positive; quiet readers may picture comfort.



10 “Sharp sound broke the hush”

Imagery. Sound imagery suggests sudden noise interrupting quiet.

Critical; noise-sensitive pupils may choose another task.



11 “a hundred summers”

Hyperbole. A huge deliberately exaggerated time expresses enjoyment.

Positive; keen collectors may expect strong engagement.



12 “longer than every school holiday put together”

Hyperbole. The wait felt very long; it is not measured time.

Critical; impatient groups may avoid it.



Clinic Checks 13–18



13

“demanding”

Ordinary evaluative word. Requires effort; it is not automatically a device.

Experienced players may welcome it; beginners may hesitate.



14

“absorbing”

Ordinary evaluative word. Holds attention strongly; it conveys approval.

Art club may be interested; active group may want action.



15

“dragged me into a sea of possibilities”

Reasoned overlap. Personification: questions drag; metaphor: possibilities are a sea.

Positive intensity; enthusiasts may expect many ideas. Either label with meaning is valid.



16

“Soft pages sigh”

Reasoned overlap. Personification: gives pages human sigh; sound/touch imagery is defensible.

Restful approval; for sketchers may feel attracted. Explain the chosen feeling.



17

“endless delight”

Exaggerated evaluation. Strong enjoyment is opinion/hyperbole, not evidence of a feature.

May attract readers, but nine cards is the actual supplied count.



18

“Every pupil will love it”

Unsupported guarantee. A universal response cannot be verified from the supplies or one opinion.

Revise to “I recommend it to keen sketchers”; preserve two pencils/four cards.

A supported alternative reader effect is valid; a label alone is not.





My Four Clinic Cases



Name: _____

Choose four cases. Keep each full card visible.

CASE 1 • Card ID ____ • Quote: ____

Name/choice and meaning: _____

Stance and likely audience effect, with evidence: ____

CASE 2 • Card ID ____ • Quote: ____

Name/choice and meaning: _____

Stance and likely audience effect, with evidence: ____

CASE 3 • Card ID ____ • Quote: ____

Name/choice and meaning: _____

Stance and likely audience effect, with evidence: ____

CASE 4 • Card ID ____ • Quote: ____

Name/choice and meaning: _____

Stance and likely audience effect, with evidence: ____

PREVIEW



My Four Clinic Cases



Name: ANSWERS

Choose four cases. Keep each full card visible.

CASE 1 • Card ID 01 • Quote: **“built a bridge to ideas”**

Name/choice and meaning: Metaphor: helped connect ideas.

Stance and likely audience effect, with evidence: Positive; quiet makers may expect thoughtful connections.

CASE 2 • Card ID 03 • Quote: **“as gentle as a friendly nudge”**

Name/choice and meaning: Simile: reassuring first step.

Stance and likely audience effect, with evidence: Positive; beginners may feel welcome.

CASE 3 • Card ID 07 • Quote: **“a piece of cake”**

Name/choice and meaning: Idiom: easy.

Stance and likely audience effect, with evidence: Positive; new players may feel reassured.

CASE 4 • Card ID 09 • Quote: **“cool cloth lining brushed my wrist”**

Name/choice and meaning: Literal touch imagery.

Stance and likely audience effect, with evidence: Positive; quiet readers may imagine comfort.

Other complete justified card responses are valid; check by ID.

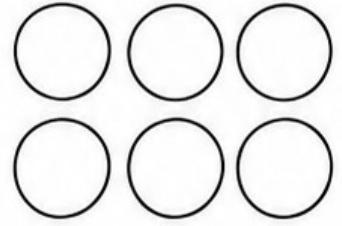
Fresh Clinic Transfer

Name: _____

T1 • Audience: pupils who like quiet sorting

Fact: Colour Pairs has six paper circles.

Review: “The circles were as neat as buttons in a row. I found the slow matching restful and recommend it for a calm break.”

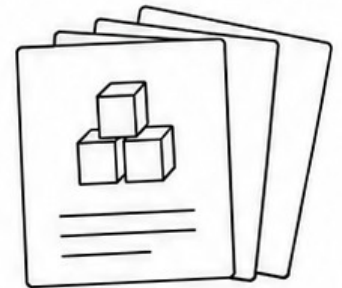


1. Quote the simile, explain its meaning, and explain a likely reader effect.

T2 • Audience: pupils who want to build quickly

Fact: Stack Steps has four instruction cards.

Review: “The last card I owned at my hurried attempt. I found the careful steps frustrating, though patient builders might enjoy them.”



2. Quote the personification, explain it, and give a supported different audience response.

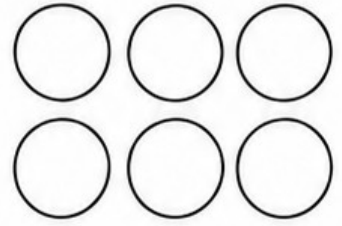
Fresh Clinic Transfer

Name: ANSWERS

T1 • Audience: pupils who like quiet sorting

Fact: Colour Pairs has six paper circles.

Review: “The circles were as neat as buttons in a row. I found the slow matching restful and recommend it for a calm break.”



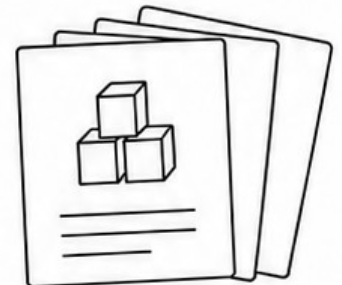
1. Quote the simile, explain its meaning, and explain a likely reader effect.

“As neat as buttons in a row” is a simile suggesting an orderly arrangement. “Restful” shows approval; a quiet sorting may expect a calm break.

T2 • Audience: pupils who want to build quickly

Fact: Stack Steps has four instruction cards.

Review: “The last card frowned at my hurried attempt. I found the careful steps frustrating, though patient builders might enjoy them.”



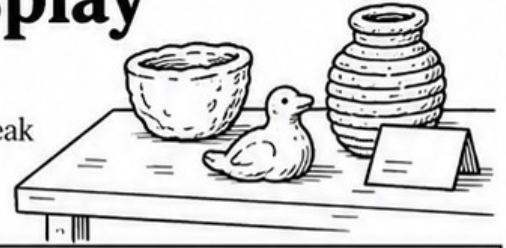
2. Quote the personification, explain it, and give a supported different audience response.

“The last card frowned” gives a card a human expression. It suggests the hurried attempt did not fit the instructions. Quick builders may be frustrated; patient builders could welcome the careful steps. Accept a supported alternative.

R4: Two Audiences, One Display

Fictional review for reading

Audience: Review A: art club; Review B: pupils wanting a hands-on break



FACT BOX

A lunchtime display of eight clay models; each model has a handwritten label; models stay on a table; visitors may look but may not touch; open for ten minutes.

REVIEW

REVIEW A

The lunchtime clay-model display is a feast for curious eyes. Eight clay models sit on a table, each with a handwritten label. Visitors can look but cannot touch, and the display opens for ten minutes. For an art club, the rough ridges and tiny dents offer plenty to notice. One lopsided bowl seemed to grin at us. I enjoyed comparing the different shapes and reading the labels. The short visit left me eager to try a model of my own later. I recommend it to pupils who like studying how something is made. Looking closely is the pleasure here; the display does not provide a chance to handle the models.

REVIEW B

The lunchtime clay-model display has eight labelled models on a table and stays open for ten minutes. Visitors may look, but they may not touch. For pupils wanting a hands-on break, that rule may feel restrictive. I was itching to pick up the bowl but kept my hands away. The rough ridges were easy to see, and I liked the unusual shapes. Still, this was a quiet display rather than a making session. I recommend it to careful viewers, not to a group expecting to mould clay during lunch. An art club might be enthusiastic about the details that made me wish I could do more. The facts have not changed; our purposes differ.

Read the complete review. Keep this page visible for the matching tasks.

R4: Why Do the Audiences Matter?



Name: _____

Keep R4 visible.

1. Quote “a feast for curious eyes”. Explain the metaphor and its likely effect on an art club.

2. Quote one choice from Review B that shows a different purpose. Explain its meaning and likely effect on a hands-on group.

3. Explain why different recommendations do not mean the factual details changed. Quote one shared detail.



R4: Why Do the Audiences Matter?



Name: ANSWERS

Keep R4 visible.

1. Quote “a feast for curious eyes”. Explain the metaphor and its likely effect on an art club.

Metaphor: the display offers plenty of interesting things to look at, not food.
An art club may expect rewarding close study.

2. Quote one choice from Review B that shows a different purpose. Explain its meaning and likely effect on a hands-on group.

“Restrictive” suggests the no-touch rule limits what visitors can do; a hands-on group may hesitate. OR “it’s a pity to pick up” expresses a strong wish to handle a model. Accept a supported choice/effect.

3. Explain why different recommendations do not mean the factual details changed. Quote one shared detail.

“eight labelled models” (Review B) is a shared count: Review A also gives eight clay models. Both permit looking, not touching. Different recommendations judge unchanged facts against different purposes.



R5: A Mixed Recommendation

Fictional review for reading

Audience: a reader needing a calm break



FACT BOX

Four cushions; one shelf of twelve books; no audio devices; one small window; quiet reading only; suggested visit: ten minutes.

REVIEW

The quiet reading nook offers four cushions, a shelf of twelve books and one small window. There are no audio devices, and visitors use it for quiet reading. A suggested visit lasts ten minutes.

The cushions were soft beneath my elbows, and a warm stroke of light lay across my page. For a reader needing a calm break, it felt like a small harbour after a busy morning.

I found the limited choice of books disappointing, although another reader might welcome an easy decision.

I would recommend it for a short quiet pause, but I cannot promise everyone will find a favourite book. Twelve books is a supplied detail; a favourite is a personal response.

Read the complete review. Keep this page visible for the matching tasks.

R5: A Credible Recommendation.

Name: _____



Keep R5 visible.

1. Quote literal sensory imagery and explain which sense it evokes. Does it prove that everyone will enjoy the nook?

2. Explain “a small harbour after a busy morning” and compare it with “disappointing”. What makes the stance mixed?

3. Identify a supplied count and explain why “everyone will find a favourite” would go beyond the evidence.



R5: A Credible Recommendation.

Name: **ANSWERS**



Keep R5 visible.

1. Quote literal sensory imagery and explain which sense it evokes. Does it prove that everyone will enjoy the nook?

“Soft beneath my elbows” evokes touch, or “a narrow stripe of light” evokes sight. It helps a reader imagine the nook but cannot prove everyone’s enjoyment.

2. Explain “a small harbour after a busy morning” and compare it with “disappointing”. What makes the stance mixed?

Simile: a harbour suggests shelter and calm. “Disappointing” criticises limited choice, so the reviewer likes the quiet but has a reservation.

3. Identify a supplied count and explain why “everyone will find a favourite” would go beyond the evidence.

Twelve books is a supplied count. Preferences differ, and no supplied detail proves that everyone will find a favourite. A qualified recommendation is more credible.



Honest Review Workshop: Plan

Name: _____



New fictional activity: Fold-and-Frame Gallery

FACT BOX

Eight picture cards; two cardboard frames; no glue; pairs arrange cards inside a frame; cards may be rearranged; suggested session: fifteen minutes.

1. Choose a named audience and decide your recommendation.

2. Pick two or three purposeful word choices. Explain the meaning and likely effect of two choices. You do not need every device.

3. List two facts you must preserve. Which tempting promise would go beyond the evidence?



Honest Review Workshop: Plan

Name: ANSWERS



New fictional activity: Fold-and-Frame Gallery

FACT BOX

Eight picture cards; two cardboard frames; no glue; pairs arrange cards inside a frame; cards may be rearranged; suggested session: fifteen minutes.

1. Choose a named audience and decide your recommendation.

Audience: quiet art partners.

Recommendation: try it if you like arranging pictures with a partner.

2. Pick two or three purposeful word choices. Explain the meaning and likely effect of two choices. You do not need every device.

"A small gallery of possibilities" is a metaphor suggesting many arrangements; art partners may expect room for ideas.

"As clear as a signpost" suggests an easy starting point; a hesitant partner may feel reassured.

3. List two facts you must preserve. Which tempting promise would go beyond the evidence?

Preserve eight picture cards and two cardboard frames; no glue is included.

"Everyone will love it" is unsupported.

Accept other unchanged facts and explained choices.





Keep the Fold-and-Frame fact box visible.

Write 80–110 words for your named audience. Preserve the facts. Use two or three purposeful choices and an honest recommendation.

REVIEW

Choice 1: Qu... it and explain your reason.

Choice 2: Quote it and explain your reason.

Self-check: I kept the facts. I named a reader. I explained two choices. I did not make an unsupported promise.



Honest Review Workshop: My Final Review



Name: ANSWERS

Keep the Fold-and-Frame fact box visible.

Write 80–110 words for your named audience. Preserve the facts. Use two or three purposeful choices and an honest recommendation.

Fold-and-Frame Gallery offers eight picture cards and two cardboard frames for partners to arrange. There is no glue, so we can rearrange the cards before choosing a design. For quiet art partners, the frame becomes a small gallery of possibilities. Our first choice was as clear as a signpost, but the next arrangement took more discussion. I enjoyed having time to compare pictures instead of rushing. The suggested session is fifteen minutes. I recommend it to pupils who like sharing ideas about pictures. Partners who want to build a large model may prefer another activity.

Choice 1: Quote it and explain your reason.

“A small gallery of possibilities” is a metaphor for varied arrangements; quiet art partners may feel interested.

Choice 2: Quote it and explain your reason.

“As clear as a signpost” is a simile for an easy first decision; a hesitant partner may feel reassured.

Model only: different honest reviews with two explained choices are valid.

Self-check: I kept the facts. I named a reader. I explained two choices.
I did not make an unsupported promise.

Assessment Source F1

Fictional review for reading

Audience: Year 6 puzzle club members who like discussing ideas



FACT BOX

Five map tiles; twelve symbol cards; teams of three; no timer; suggested session: eighteen minutes. Teams arrange the tiles and match the symbols to build one route.

REVIEW

Lantern-Map *Quest* builds a bridge between strange symbols and familiar places. Our team of three arranged five map tiles and matched the twelve symbol cards to make one route. For a Year 6 puzzle club, the final clue was as satisfying as finding the last piece of a jigsaw.

The stubborn map refused to reveal its route until we discussed our guesses. This absorbing task rewarded careful talk. There is no timer, and the suggested session is eighteen minutes. I recommend it to pupils who enjoy explaining an idea and changing their minds. Readers wanting a quiet challenge may appreciate that space to think before choosing a card.

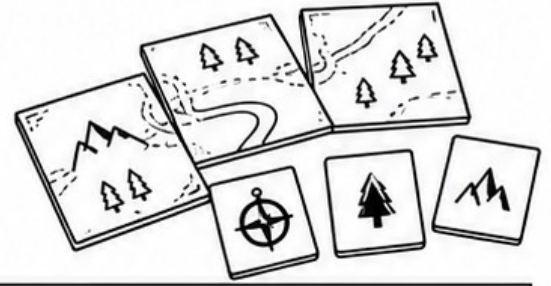
Read the complete review. Keep this page visible for the matching tasks.



Assessment Source F2

Fictional review for reading

Audience: beginners wanting quick success



FACT BOX

Five map tiles; twelve symbol cards; teams of three; no timer; suggested session: eighteen minutes. Teams arrange the tiles and match the symbols to build one route.

REVIEW

I was in two minds about Lantern-Map Quest. Teams of three arrange five map tiles and match twelve symbol cards to build a route. The smooth card edges brushed my thumb as I waited. I waited a thousand years for my turn or so it felt. The suggested eighteen-minute session has no timer, so my exaggeration is not a measured fact. For beginners wanting quick success, the puzzling symbols may feel demanding. I would try it with patient partners who explain their choices. I cannot promise that every team will finish. The cards and tiles are supplied, but an easy solution is not part of the fact box.



Assessment: Devices in Context



Name: _____

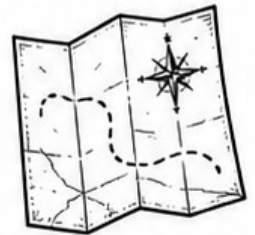
Keep F1, F2 and their shared fact box visible. For each quotation, name the device and explain its meaning here.

1. F1: “builds a bridge between strange symbols and familiar places”

2. F1: “as satisfying as finding the last piece of a jigsaw”



3. F1: “The stubborn map refused to reveal its route”



4. F2: “in two minds”

5. F2: “a thousand years”



6. F2: “The smooth card edges brushed my thumb”

PREVIEW

Assessment: Devices in Context



Name: ANSWERS

Keep F1, F2 and their shared fact box visible. For each quotation, name the device and explain its meaning here.

1. F1: “builds a bridge between strange symbols and familiar places”

Metaphor: connects unfamiliar symbols with places a pupil recognises; no bridge is physically built.

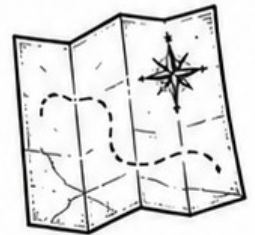
2. F1: “as satisfying as finding the last piece of a jigsaw”

Simile: solving the clue feels rewarding, like completing a jigsaw.



3. F1: “The stubborn map refused to reveal its route”

Personification: a map has stubbornness and refuses, human qualities/actions; the route was hard to work out.



4. F2: “in two minds”

Idiom: undecided or having mixed feelings, not literally two minds.

5. F2: “a thousand years”

Hyperbole: waiting felt very long; it is not measured time.



6. F2: “The smooth card edges brushed my thumb”

Literal touch imagery: describes smooth edges contacting the thumb; imagery does not need to be figurative.

Assessment: Stance and Audience



Name: _____

Keep both sources visible.

7. F1 uses “absorbing”. Explain the reviewer’s stance and a likely effect on its named puzzle-club audience. Quote evidence.

8. F2 describes smooth card edges and uses “demanding”. Explain how the literal imagery and evaluation do different jobs. Give a likely effect on beginners and a supported alternative for patient puzzlers.

9. Compare the recommendations. Quote one choice from each source and explain why the same activity may suit one reader better.



Assessment: Stance and Audience



Name: ANSWERS

Keep both sources visible.

7. F1 uses “absorbing”. Explain the reviewer’s stance and a likely effect on its named puzzle-club audience. Quote evidence.

“Absorbing” conveys approval and strong interest. It may attract a puzzle club that enjoys discussion; “rewarded careful talk” supports that effect. Accept justified qualified alternatives.

8. F2 describes smooth card edges and uses “demanding”. Explain how the literal imagery and evaluation do different jobs. Give a likely effect on beginners and a supported alternative for patient puzzlers.

“Smooth card edges brushed my thumb” helps a reader imagine touch without deciding the activity’s quality. “Demanding” judges the effort; beginners wanting quick success may resist, while patient puzzlers may welcome challenge.

9. Compare the recommendations. Quote one choice from each source and explain why the same activity may suit one reader better.

F1 recommends pupils who enjoy “explaining an idea”; F2 warns beginners wanting “quick success”. The facts are the same, but patient discussers may be a better fit. Accept another accurate pair with an explained audience comparison.



Assessment: Evidence and Credibility



Name: _____

Keep both sources and the fact box visible.

10. Quote one supplied factual detail, one subjective evaluation and one deliberate exaggeration. Explain how you know each is different.

11. A seller says: "Every team will finish in eighteen minutes." Does the supplied evidence support this promise? Explain with two details.

12. Revise that promise into an honest recommendation for a named reader, then explain one word choice.

Reading check: Exact quote • contextual meaning • supported effect • credible comparison



Assessment: Evidence and Credibility



Name: **ANSWERS**

Keep both sources and the fact box visible.

10. Quote one supplied factual detail, one subjective evaluation and one deliberate exaggeration. Explain how you know each is different.

Fact: "Twelve symbol cards" is a supplied count.

Evaluation: "absorbing" or "demanding" is the reviewer's judgement.

Exaggeration: "a thousand years" intensifies the feeling of waiting, not a measured time.

11. A seller says: "Every team will finish in eighteen minutes." Does the supplied evidence support this promise? Explain with two details.

No. Eighteen minutes is a suggested session, not a guaranteed finish time.

There is no timer; the supplier cannot promise every team will finish.

Two relevant supplied details are required.

12. Revise that promise into an honest recommendation for a named reader, then explain one word choice.

Model: "I recommend this thoughtful task to patient puzzlers who enjoy talking through a clue."

Thoughtful suggests careful consideration; it may attract that reader without inventing a guaranteed result.

Accept honest alternatives.

Reading check: Exact quote • contextual meaning • supported effect • credible comparison



Review Language Rubric 1



Name: _____

Four levels: Beginning / Developing / Secure / Extending

CRITERION: Quoted device or choice	
Beginning:	Chooses irrelevant words or guesses.
Developing:	Finds some useful phrases but confuses types.
Secure:	Quotes and identifies all six targeted cases with defensible labels.
Extending:	Also explains justified overlap and ordinary evaluative words precisely.

Evidence and chosen level:

Next teaching step:

CRITERION: Meaning in context	
Beginning:	Takes a non-literal phrase literally or misses meaning.
Developing:	Gives a non-literal phrase a general paraphrase.
Secure:	Explains comparisons, idiom, exaggeration and sensory detail in context.
Extending:	Explains nuances and contrasts without unsupported inferences.

Evidence and chosen level:

Next teaching step:

Judge language interpretation, not handwriting or spelling. Record reading/communication support.
Secure reading needs all six meanings, two audience effects and a valid fact/comparison distinction.
Writing cannot replace missing reading evidence.



Review Language Rubric 1

Name: **ANSWERS**



Four levels: Beginning / Developing / Secure / Extending

CRITERION: Quoted device or choice	
Beginning:	Chooses irrelevant words or guesses.
Developing:	Finds some useful phrases but confuses types.
Secure:	Quotes and identifies all six targeted cases with defensible labels.
Extending:	Also explains justified overlap and ordinary evaluative words precisely.

Evidence and chosen level:

DEVELOPING — all six phrases quoted, but “in two minds” labeled as two opinions rather than an idiom.

Next teaching step:

Match a familiar idiom to its established meaning, then identify a new idiom in context.

CRITERION: Meaning in context	
Beginning:	Takes nonliteral phrase literally or misses meaning.
Developing:	Gives nonliteral phrase general paraphrase.
Secure:	Explains comparisons, idiom, exaggeration and sensory detail in context.
Extending:	Explains nuances and contrasts without unsupported inferences.

Evidence and chosen level:

DEVELOPING — five contextual meanings accurate; “in two minds” was explained too literally.

Next teaching step:

Rehearse “undecided” in a new review, then explain a different idiom.

Judge language interpretation, not handwriting or spelling. Record reading/communication support.
Secure reading needs all six meanings, two audience effects and a valid fact/comparison distinction.
Writing cannot replace missing reading evidence.



Review Language Rubric 2



Name: _____

Four levels: Beginning / Developing / Secure / Extending

CRITERION: Stance and audience effect

Beginning: Gives an opinion without text evidence.

Developing: Finds an attitude but gives a weak reader link.

Secure: Explains two plausible effects on supplied audiences using evidence.

Extending: Compares supported alternative responses and uses qualified claims.

Evidence and chosen level:

Next teaching step:

CRITERION: Reasoned comparison and credible revision

Beginning: Changes facts or swaps words without reasons.

Developing: Makes a useful choice with incomplete justification.

Secure: Preserves fact/recommendation honestly and explains two choices.

Extending: Weighs a central alternative and justifies credibility without extra devices.

Evidence and chosen level:

Next teaching step:

Judge language interpretation, not handwriting or spelling. Record reading/communication support.

Secure reading needs all six meanings, two audience effects and a valid fact/comparison distinction.

Writing cannot replace missing reading evidence.

Support used:



Review Language Rubric 2



Name: **ANSWERS**

Four levels: Beginning / Developing / Secure / Extending

CRITERION: Stance and audience effect

Beginning: Gives an opinion without text evidence.

Developing: Finds an attitude but gives a weak reader link.

Secure: Explains two plausible effects on supplied audiences using evidence.

Extending: Compares supported alternative responses and uses qualified claims.

Evidence and chosen level:

SECURE – two supplied audiences linked to “absorbing” and “demanding” using may/could.

Next teaching step:

Compare one more possible reader response and quote the words supporting it.

CRITERION: Reasoned comparison and credible revision

Beginning: Changes facts or swaps words without reasons.

Developing: Makes a useful choice with incomplete justification.

Secure: Preserves facts, recommends honestly and explains two choices.

Extending: Weighs a restrained alternative and justifies credibility without extra devices.

Evidence and chosen level:

SECURE – map/ward/team/time facts preserved, with an honest recommendation and two explained choices

Next teaching step:

Compare the original promise with a restrained alternative and explain which is more credible.

Judge language interpretation, not handwriting or spelling. Record reading/communication support. Secure reading needs all six meanings, two audience effects and a valid fact/comparison distinction. Writing cannot replace missing reading evidence.

Support used: **Sources read aloud once; pupil pointed to quotations and gave recorded spoken explanations.**



Vivid Language in Reviews Year 6





Words that shape a review

We will quote a reviewer's words, explain their meaning and discuss how they may affect a particular reader.

Stance means what the reviewer thinks.

Audience means who they are writing for.





One activity, two reactions

Both teams use ten cards and paper strips.

A: "This is an absorbing challenge."

B: "This is a frustrating challenge."

Which word shows each opinion?

What fact stayed the same?





Fact and stance

Fact: The activity includes ten cards.

Stance: The reviewer thinks it is absorbing.

A supplied count can be checked in the workbook.

A judgement tells us how the writer responds.



An explanation with evidence



R1: “a workshop of ideas”

Metaphor: the table becomes a place full of thinking.

The reviewer sounds enthusiastic.

A lunchtime maker may meet an interesting shared challenge.





Strong words without a device

Absorbing suggests strong interest.

Bewildering suggests confusion.

These words carry different feelings, or connotations.

A review's tone is the attitude you hear in its language.





Neutral and enthusiastic

Neutral: "Teams can retry a bridge."

Enthusiastic: "The patient instructions invite you to try again."

What extra feeling does the second version create?

Did the retry rule change



Simile



R1: “as clear as a road sign”

This compares how easy the first word is to understand with a clear road sign.

The comparison may reassure a new person.





Like and as can be written

“I like making bridges.” tells us a preference.

“Use the cards as instructions.” tells us the job.

Neither is a figurative comparison.

Explain the meaning before naming a simile.





Metaphor

R2 “opens a window onto a sky full of questions”.

The exhibition offers a new way to explore ideas about the sky.

No real window opens.

A metaphor does not need a picture.





Personification

R2: “the captions patiently guide curious visitors”.

Guiding patiently is human behaviour.

Giving it to captions makes the exhibition seem helpful.

What might a hesitant visitor think?





One corner, different words

R2: “as cosy as a blanket fort”

R2: “as cramped as a crowded lift”

Both reviews describe the same darker corner.

Explain how each simile shows a different stance.





Different readers

A science club enjoys careful looking.

An active group wants to move around.

“Absorbing” may attract the first group.

Could the second group still prefer a game? Explain.





Idiom

R1: “I was on the fence”.

This established expression means undecided.

The writer is not sitting on a real fence.

Context helps readers who have not heard the expression.





An idiom in a game

R3: “the first turn was a piece of cake”.

The first turn was easy.

There is no food in the game.

How might this affect a new player?





Hyperbole

R3: "I could have played a million rounds."

The writer deliberately exaggerates enjoyment.

This is not a count of rounds played.

A huge number alone is not always hyperbole.



Feeling and evidence



Supplied detail: twelve square tiles.

Exaggeration: “a thousand years waiting”

The reviewer says it felt long

We cannot use that feeling as measured time.





Imagery can be literal

R3: “smooth tile edges slid beneath my fingers”.

This helps us imagine touch.

It could describe a real sensation.

Imagery can use one sense: it does not need a metaphor.





Sensory detail and stance

R5: “soft beneath my elbows”.

R5: “disappointing”.

Which evokes touch? Which judges the poet's choice?

How do they help create a mixed recommendation?





A review for its readers

R4: “a feast for curious eyes”.

An art club may expect interesting details.

A hands-on group may dislike the no-touch rule.

Use quoted evidence to explain the difference.





Clinic roles

Reader: read the whole card.

Evidence finder: quote and name the choice.

Audience adviser: explain meaning and likely effect.

Checker: read the match and check after the explanation.

Rotate roles after each card.





A complete clinic turn

Card 01: “built a bridge to ideas”.

Metaphor: connected new ideas; a real bridge.

The reviewer approves.

A quiet maker may expect thoughtful connections.

Now check the IP and connect the reason.





A justified overlap

Card 15: "The questions dragged me into a sea of possibilities."

Questions dragging: personification

A sea of possibilities: metaphor.

Either reading needs questioning and meaning.

More than one interpretation is defensible.





An honest recommendation

“Nine cards are included” is a supplied count.

“Endless delight” is a strong opinion.

“Every pupil will love it” promises too much.

Recommend it to a named reader using evidence.





A purposeful revision.

Plain: “We arranged pictures in a frame.”

Revised: “The frame became a small gallery of possibilities.”

The metaphor suggests room for ideas.

Keep the eight-card and two-frame facts unchanged.





Independent reading

Keep the fresh sources and fact box visible.

Quote accurately and explain each meaning.

Link effects to the named audiences.

Compare recommendations and check a claim.

Your own opinion and text evidence.





A self-check for translation

Did I preserve the supplied facts?

Is my recommendation right for a named reader?

Can I explain two word choices?

Could a reader respond differently?

Choose useful language: don't force every device.





Well Done!



PREVIEW

Vivid Language in Reviews Year 6 Quiz



Question 1: Which quote shows criticism?



“The kit has four cards. I found the clues confusing. We played at lunch.”

Which quote shows criticism?

- A. “four cards”
- B. “clues confusing”
- C. “at lunch”





Answer 1

B. “clues confusing”

Confusing shows a negative judgment.

The count and time are details, not clues.





Question 2: A doorway to new ideas

“The clues opened a doorway to new ideas.”

What does the metaphor suggest?

- A. A door opened in the wall.
- B. The clues gave access to new thinking.





Answer 2

B. Access to new thinking.

The writer describes an opportunity through an imagined doorway.





Question 3: Tangled instructions

“The instructions were as tangled as fishing line.”

Name the device and explain what it suggests.





Answer 3

Simile. The comparison suggests the instructions were confusing or hard to follow.

It sounds critical, rather than praising the instructions.



Question 4: A welcoming board



“The board welcomed every new player

What human action is given to the board and what effect might it have?





Answer 4

Welcoming is a human action: personification.
It makes the board sound approachable. A beginner may feel invited to try.





Question 5: A piece of cake

“The first round was a piece of cake, so I tried a harder round.”

What does the idiom mean here?





Answer 5

The first round was easy.

This is an established idiom, not a report about eating cake.





Question 6: A million rounds

“I could play a million rounds!”

Is this a proven count or hyperbole? Explain.





Answer 6

Hyperbole. The huge count deliberately exaggerates enthusiasm.
It is not evidence that a million records were played.





Question 7: Clay dust

“Dry clay dust tickled my fingertips.”

Which sense does this imagery evoke? What do you imagine?





Answer 7

Touch: light dry dust against the fingertips.

Tickled may also suggest personification explained. The sensory meaning matters here.





Question 8: Count or evaluation?

Fact box: three cards are included.

Review: "These cards offer endless fun."

Which statement is a supply of detail? Which is exaggerated evaluation?





Answer 8

“Three cards” is the supplied factual context.

“Endless fun” is exaggerated evaluation, not a guarantee for every reader.





Question 9: The word demanding

A review calls a puzzle “demanding”.

Why might that attract experienced players but discourage beginners?





Answer question

Demanding suggests effort or challenge.

Experienced players may want that challenge; beginners may worry about difficulty.

A different effect is valid with a reason.





Question 10: Two choices, two stances

A: "The careful steps were rewarding."

B: "The careful steps were tedious."

Quote a word from each and explain the likely stance.





Answer 10

“Rewarding” suggests approval: the effect felt by the audience.

“Tedious” suggests criticism: the effect felt by the audience.

An audience effect needs a reason; not every reader responds alike.





Well Done!



PRAISE