



TEXT TYPES		KEY FEATURES
<p>Revise Longer narratives: creating settings, characters and developing plot. Retell the story from different character's perspectives Writing character profiles – from different viewpoints Information texts: Using a wider range of organisational, presentational devices & technical language. Newspapers: to recount real and imaginary events. Explanations taught through DT, Science & Geography</p>	<p>Introduce Balance of action, dialogue and description within narrative and creating atmosphere/mood. Fiction from our Literacy Heritage, write in the style of an author and write own version. Persuasive writing Discussion writing presenting different sides of an argument</p>	<p>Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards. Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....' Recount (newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph. Information texts: Factual; past tense; headings/subheadings; topic words (technical language); use of BOYS sentences, extra information sentences, De:De sentences etc. Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching); opening statement; arguments-often in the form of points plus elaboration.</p>

WRITING COMPOSITION	SENTENCE TYPES	GRAMMAR
<p>Pupils should be taught to plan their writing by:</p> <ol style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how expert authors have developed characters and setting. <p>Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description; Précising longer passages. <p>Pupils should be taught to evaluate and edit by:</p> <ol style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. <ul style="list-style-type: none"> Pupils should be taught to proof-read for spelling and punctuation errors. 	<p>Revise the following sentence types:</p> <ol style="list-style-type: none"> 3 ed Sentence: Frightened, terrified, confused, the man walked his dog. 2 pairs Sentence: Hot and sweaty, hungry and thirsty, James wanted to go home. Ad, same ad Sentence: He was a tired old man, tired of walking. Short, sharp sentence: He had been walking the dog for miles. Suddenly he stopped. <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> O. (I.) Sentence: He laughed at the joke. (At the same time he was quite embarrassed.) De: De Sentence: (Description: Detail): The old man was exhausted: he hadn't slept for hours. The more, the more Sentence: The more he waked his dog, the more it whined and whinged. Some; others sentence. Some people love football; others hate it. 	<p>Pupils should be reminded from Year 4 to:</p> <ol style="list-style-type: none"> Extend the range of sentences they use with more than one clause by using a wider range of conjunctions/connectives, e.g <i>when, if, because, although</i>. Use both compound sentences (main clauses only) and complex sentences (main and subordinate clauses). Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition. Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: <i>Later that day....., Slowly....., Behind the shed....</i> Use the term clause and subordinate clause (main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense). <p>Year 5 Pupils should be taught to:</p> <ol style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>then, after, that, this, firstly etc.</i> Link ideas across paragraphs using adverbials of time, <i>later...., place, nearby...., and number, secondly... or tense choices, he had seen her before.</i> Use relative pronouns: who, whom, those, which, that etc Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g.. I have a friend who speaks five languages (no comma is used to separate the main clause from the relative clause). Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will, must</i>. Use expanded noun phrases to convey complicated information concisely.

PHONICS AND SPELLING	PUNCTUATION	KEY VOCABULARY	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to use them (see Appendix 1). • Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency. • Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly. • Add suffixes beginning with vowels to words ending in -fer, e.g. transferred, referring. • Words with 'e' sound spelt ei after 'c' e.g. deceive, ceiling (plus all the exceptions to the rule). • Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough. • Silent letters e.g. doubt, knight, lamb. • Homophones and other words often confused (see Appendix 1). • Use a dictionary to check a spelling and meaning of words. • Use a thesaurus to check antonyms and synonyms. 	<p>As Year 4:</p> <ul style="list-style-type: none"> • Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!" • Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i> <p>Year 5:</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning and avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. • Use of brackets, dashes or commas to indicate parenthesis (additional information). • Use of semi-colons to separate main clauses within compound sentences. 	<ul style="list-style-type: none"> • Comma • Noun • Conjunction • Clause • Subordinate Clause • Direct speech • Simile • Determiner • Modal Verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks
HANDWRITING	SPEAKING & LISTENING		
<ol style="list-style-type: none"> 1. Write legibly, fluidly and with increasing speed and style. 2. Develop a personal style. 3. Choose the appropriate writing implement best suited for the task. 	<ol style="list-style-type: none"> 1. Gain, maintain and monitor the interest of the listener(s); 2. Articulate and justify answers, arguments and opinions; 3. Ask relevant questions to extend their understanding and knowledge; 4. Speak audibly and fluently with an increasing command of Standard English; 5. Select and use appropriate registers for effective communication; 6. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; 7. Participate in discussions, presentations, performances, role-play/improvisations and debates. 		