



TEXT TYPES		KEY FEATURES
<p>Revise</p> <p>Longer narratives including autobiographical stories (not autobiographies)</p> <p>Writing character profiles.</p> <p>Information texts</p> <p>Recount including newspapers</p> <p>Persuasive writing including formal argument</p> <p>Reading & writing poetry for pleasure.</p> <p>Play scripts</p> <p>Explanations</p>	<p>Introduce:</p> <p>Biography & autobiography</p> <p>Short stories conveying different genres</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 a story forwards.</p> <p>Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'</p> <p>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.</p> <p>Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences; columns, bullets or tables to structure texts.</p> <p>Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.</p> <p>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 the impact 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. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc. <p>Pupils should be taught to evaluate and edit by:</p>	<p>Revise 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>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> 3 bad – (dash) question Sentence: Flatulence, greed, laziness-which was the dog's worst trait? Imagine 3 examples: Sentence: Imagine if he never had to walk the dog again, when he could stay in by the fire, when he wouldn't have to walk in the cold and the rain: he could hardly wait. If, if, if, then Sentence: If he hadn't gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened. Irony Sentence: They said that the dog was "the perfect pet", so far it had wrecked his house and cost him a fortune. 	<p>Pupils should be reminded from Year 5 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> Use both compound sentences (main clauses only) and complex sentences (main and subordinate clause). Link ideas across paragraphs using adverbials of time, <i>later...,</i> place, <i>nearby....,</i> and number, <i>secondly...</i> or tense choices, <i>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 commas 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. <p>Pupils in Year 6 should be taught to:</p> <ol style="list-style-type: none"> Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. <u>If I were...</u> or <u>Were they....</u> Using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the</i>

<ol style="list-style-type: none"> 1. Assessing the effectiveness of their own and others' writing. 2. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3. Ensuring the consistent and correct use of tense throughout a piece of writing. 4. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. <p>Pupils should be taught to proof-read for spelling and punctuation errors.</p>		<p><i>greenhouse. versus The window in the greenhouse was broken (by me).</i></p> <ol style="list-style-type: none"> 3. Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, <i>on the other hand, in contrast, as a consequence</i>, as well as ellipsis. 4. Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing. 			
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 with tious or cious endings, e.g. vicious, infectious • Continue to build on knowledge of silent letters e.g. thistle, solemn • Continue to develop knowledge of 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. • words ending in tial, cial, e.g. official, essential • Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter • Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically 	<p>As 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). <p>Year 6:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up. • Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count. • Punctuate bullet points to list information. • Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark. 	<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 • Subject • Object • Colon • Semi-colon 	<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 • Active • Passive • Ellipsis • Hyphen 		
HANDWRITING		SPEAKING & LISTENING			
<ul style="list-style-type: none"> • Write legibly, fluidly with increasing speed and style. • Develop a personal style. • Choose the appropriate writing implement best suited for the task. • Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals). 		<ol style="list-style-type: none"> 1. Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 2. Speak audibly and fluently with an increasing command of Standard English. 3. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 4. Listen and respond appropriately to adults and their peers. 			