



TEXT TYPES		KEY FEATURES
<p><b>Revise</b>  <b>Information texts</b>  <b>Simple forms of poetry</b>  <b>Recount:</b> writing about real events  <b>Instructions</b></p>	<p><b>Introduce</b>  <b>Longer narrative:</b> creating settings, characters and developing plot. (alternative Fairy Stories through a characters perspective)            Adventure Stories            Character profiles.  <b>Play scripts:</b> (Reading &amp; performing)  <b>Explanation</b> ( through science, DT or Geography)</p>	<p><b>Narrative:</b> Use of past tense; beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences.  <b>Instructions:</b> Sequential order &amp; words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'  <b>Recount:</b> Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences.  <b>Information texts:</b> Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences.  <b>Play scripts:</b> present tense; 1<sup>st</sup> person; stage directions; use of colon; speaker's name before lines.</p>
WRITING COMPOSITION		SENTENCE TYPES
<p>Pupils should be taught to plan their writing by:</p> <ol style="list-style-type: none"> <li>Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>Discussing and recording their ideas in different ways.</li> </ol> <p>Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures).</li> <li>Organising writing into paragraphs in order to group related material.</li> <li>In narratives, creating settings, characters and plot.</li> <li>In non-narrative, using simple organisational devices such as headings/subheadings.</li> </ol> <p>Pupils should be taught to evaluate and edit by:</p> <ol style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>Proof-reading for spelling, grammar and punctuation errors.</li> <li>Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.</li> </ol>	<p>Revise the following sentence types:</p> <ol style="list-style-type: none"> <li><b>Conjunction Sentence:</b> Next the old man walked his dog.</li> <li><b>2A Sentence:</b> The tired, old man walked his smelly, lazy dog.</li> <li><b>Double ly ending:</b> He swam slowly and falteringly.</li> </ol> <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> <li><b>BOYS Sentence:</b> (but, yet, so): The old man walked his dog, so he could get some fresh air.</li> <li><b>Simile Sentence:</b> The air was as still as a statue, as the old man walked his dog.</li> <li><b>Emotion word comma:</b> Desperate, she screamed for help.</li> <li><b>Speech Sentence:</b> "Why are you walking so slowly?" said the old man.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences.</li> <li>Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences.</li> <li>Use features of written and spoken Standard English.</li> <li>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></li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences)..</li> <li>Use of the present perfect form of verbs instead of the simple past. <i>He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb).</i> This could be referred to as a 'verb phrase' e.g. 'has gone out'.</li> <li>Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time).</li> </ol>
		GRAMMAR

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"> <li>• Use further prefixes and suffixes and understand how to add them (see Appendix 1).</li> <li>• Understand how to place the apostrophe in words with regular plurals.</li> <li>• Spell common homophones and near homophones, see/sea, won/one.</li> <li>• Use a dictionary to check a spelling.</li> <li>• Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited.</li> <li>• The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn.</li> <li>• The 'u' sound spelt 'ou' e.g. touch.</li> <li>• Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto.</li> <li>• Suffix, -ly.</li> <li>• Words ending in -ure, -sure.</li> <li>• Words ending in -sion.</li> <li>• Words ending in -us.</li> <li>• Variations of the 'ei' sound, ei, eigh, ey, e.g. vein, weigh, they.</li> <li>• Word families i.e. solve, solution, solver.</li> <li>• Write from memory simple sentences as dictated by the teacher.</li> </ul>	<p>As Year 2:</p> <ul style="list-style-type: none"> <li>• Use of familiar punctuation: capital letters and full stops;</li> <li>• Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in 2A or 4A sentences);</li> <li>• Use of apostrophes for contractions: it is = it's/did not = didn't etc</li> <li>• The possessive apostrophe (singular nouns)</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Become more accurate in use of inverted commas to punctuate speech.</li> <li>• The possessive apostrophe (singular and plural nouns).</li> <li>• Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4).</li> <li>• Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sentence</li> <li>• Singular</li> <li>• Plural</li> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Apostrophe</li> <li>• Comma</li> <li>• Noun</li> <li>• Conjunction</li> <li>• Clause</li> <li>• Subordinate Clause</li> <li>• Direct speech</li> <li>• Simile</li> <li>• Adverbial phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Adjective</li> <li>• Adverb</li> <li>• Phrase</li> <li>• Noun phrase</li> <li>• Statement</li> <li>• Question</li> <li>• Command</li> <li>• Tense (past &amp; present).</li> <li>• Preposition</li> <li>• Prefix</li> <li>• Inverted commas/speech marks</li> <li>• Verb phrase</li> </ul>		
	<th data-bbox="810 858 1453 898">HANDWRITING</th> <td colspan="2" data-bbox="1453 858 2177 1265"> <th data-bbox="1453 858 2177 898">SPEAKING &amp; LISTENING</th> </td>	HANDWRITING	<th data-bbox="1453 858 2177 898">SPEAKING &amp; LISTENING</th>		SPEAKING & LISTENING
	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes to join letters.</li> <li>• Know that capitals are unjoined.</li> <li>• Increase legibility and consistency of handwriting.</li> <li>• Lines of writing spaced sufficiently.</li> <li>• Ascenders and descenders do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Begin to select and use appropriate registers for effective communication.</li> <li>• Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>			