

TEXT TYPES		KEY FEATURES
<p>Revise Longer narratives: creating settings, characters and developing plot (traditional tales, myths and quests) Writing character profiles First person narrative.</p> <p>Information texts: Using a wider range of organisational, presentational devices & technical language. Reading and writing poetry for pleasure.</p>	<p>Introduce Plays scripts (writing and performing of) Newspapers: to recount real and imaginary events. Persuasive texts Explanations, through DT Science and Geography</p>	<p>Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types 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 (tech lang); use of BOYS sentences, extra information sentences. Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines. 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).</p>
WRITING COMPOSITION	SENTENCE TYPES	GRAMMAR
<p>Pupils should be taught to plan their writing by:</p> <ol style="list-style-type: none"> 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. Discussing and recording their ideas in different ways. <p>Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising writing into paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative, using simple organisational devices such as headings/subheadings. <p>Pupils should be taught to evaluate and edit by:</p> <ol style="list-style-type: none"> Assessing the effectiveness of their own writing and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences. Proof-reading for spelling, grammar and punctuation errors. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear. 	<p>Revise the following sentence types:</p> <ol style="list-style-type: none"> BOYS Sentence: (but, yet, so): The old man walked his dog, so he could get some fresh air. Simile Sentence: The air was as still as a statue, as the old man walked his dog. Emotion word comma sentence: Desperate, she screamed for help. Speech Sentence: "Why are you walking so slowly?" said the old man. <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> 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. The rule of thee: It was a cold, wet and windy day. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition. Building on from Year 3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. <i>the teacher becomes: the strict maths teacher with the curly hair.</i> Building on from Year 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause. Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. <i>when, if, because, although.</i> Use of reported speech as well as direct speech. 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); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: <i>the, those, the, whose</i> etc. Understand and 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).

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 add them (see Appendix 1). • Understand how to place the apostrophe in words with irregular plurals, e.g. children's. • Continue to spell further homophones and near homophones, see/sea, won/one. • Use a dictionary to check a spelling. • Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. • Additional prefixes, inter, sub. • Words which end in sion, -cian, -tion, ssion. • Words with the 'k; sound spelt ch, e.g. character, echo (Greek in origin). • Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin). • 'g' sounds spelt 'gue' e.g. league. • 'k' sounds spelt que, e.g. unique. • 's' sounds spelt sce, e.g. sciences. • Use a dictionary to check a spelling. • Write from memory simple sentences as dictated by the teacher. 	<p>As Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • Use of the possessive apostrophe (singular and plural nouns). • Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i> <p>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!" 	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction • Clause • Subordinate Clause • Direct speech • Reported speech • Compound sentence • Complex sentence 	<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 • Determiner • Simile
HANDWRITING	SPEAKING & LISTENING		
<ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join letters. • Know that capitals are unjoined. • Increase legibility and consistency of handwriting. • Lines of writing spaced sufficiently. • Ascenders and descenders do not touch. 	<ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Begin to select and use appropriate registers for effective communication. • Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 		