



TEXT TYPES		KEY FEATURES
<p><b>Revise</b></p> <p><b>Longer narratives</b> including autobiographical stories (not autobiographies)</p> <p><b>Writing character profiles.</b></p> <p><b>Information texts</b></p> <p><b>Recount</b> including newspapers</p> <p><b>Persuasive</b> writing including formal argument</p> <p><b>Reading &amp; writing poetry for pleasure.</b></p> <p><b>Play scripts</b></p> <p><b>Explanations</b></p>	<p><b>Introduce:</b></p> <p><b>Biography &amp; autobiography</b></p> <p><b>Short stories</b> conveying different genres</p>	<p><b>Narrative:</b> 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><b>Instructions:</b> Sequential order &amp; words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'</p> <p><b>Recount (newspapers):</b> Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3<sup>rd</sup> person; concluding statement or paragraph.</p> <p><b>Information texts:</b> 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><b>Play scripts:</b> present tense; 1<sup>st</sup> person; stage directions; use of colon; speaker's name before lines.</p> <p><b>Persuasive texts:</b> emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics &amp; 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"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>In writing narratives, considering how expert authors have developed characters and setting.</li> </ol> <p>Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;</li> <li>Précising longer passages.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc.</li> </ol> <p>Pupils should be taught to evaluate and edit by:</p>	<p>Revise the following sentence types:</p> <ol style="list-style-type: none"> <li><b>O. (I.) Sentence:</b> He laughed at the joke. (At the same time he was quite embarrassed.)</li> <li><b>De: De Sentence:</b> (Description: Detail): The old man was exhausted: he hadn't slept for hours.</li> <li><b>The more, the more Sentence:</b> The more he waked his dog, the more it whined and whinged.</li> <li><b>Some; others sentence.</b> Some people love football; others hate it.</li> </ol> <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> <li><b>3 bad – (dash) question Sentence:</b> Flatulence, greed, laziness-which was the dog's worst trait?</li> <li><b>Imagine 3 examples: Sentence:</b> 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.</li> <li><b>If, if, if, then Sentence:</b> If he hadn't gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened.</li> <li><b>Irony Sentence:</b> They said that the dog was "the perfect pet", so far it had wrecked his house and cost him a fortune.</li> </ol>	<p>Pupils should be reminded from Year 5 to:</p> <ol style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph e.g. <i>then, after, that, this, firstly etc.</i></li> <li>Use both compound sentences (main clauses only) and complex sentences (main and subordinate clause).</li> <li>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></li> <li>Use relative pronouns: who, whom, those, which, that etc.</li> <li>Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g. I have a friend <b>who</b> speaks five languages (no commas is used to separate the main clause from the relative clause).</li> <li>Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will, must.</i></li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ol> <p>Pupils in Year 6 should be taught to:</p> <ol style="list-style-type: none"> <li>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></li> <li>Using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the</i></li> </ol>

<ol style="list-style-type: none"> <li>1. Assessing the effectiveness of their own and others' writing.</li> <li>2. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>3. Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>4. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> </ol> <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"> <li>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.</li> <li>4. Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing.</li> </ol>		
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 use them. (see Appendix 1)</li> <li>• Words with tious or cious endings, e.g. vicious, infectious</li> <li>• Continue to build on knowledge of silent letters e.g. thistle, solemn</li> <li>• Continue to develop knowledge of homophones and other words often confused. (See Appendix 1)</li> <li>• Use a dictionary to check a spelling and meaning of words.</li> <li>• Use a thesaurus to check antonyms and synonyms.</li> <li>• words ending in tial, cial, e.g. official, essential</li> <li>• 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</li> <li>• 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</li> </ul>	<p>As Year 5:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use of brackets, dashes or commas to indicate parenthesis: (additional information).</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up.</li> <li>• 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.</li> <li>• Punctuate bullet points to list information.</li> <li>• Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark.</li> </ul>		<ul style="list-style-type: none"> <li>• Comma</li> <li>• Noun</li> <li>• Conjunction</li> <li>• Clause</li> <li>• Subordinate Clause</li> <li>• Direct speech</li> <li>• Simile</li> <li>• Determiner</li> <li>• Modal Verb</li> <li>• Relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Dash</li> <li>• Subject</li> <li>• Object</li> <li>• Colon</li> <li>• Semi-colon</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>• Pronoun</li> <li>• Preposition</li> <li>• Prefix</li> <li>• Inverted commas/speech marks</li> <li>• Active</li> <li>• Passive</li> <li>• Ellipsis</li> <li>• Hyphen</li> </ul>
HANDWRITING		SPEAKING & LISTENING		
<ul style="list-style-type: none"> <li>• Write legibly, fluidly with increasing speed and style.</li> <li>• Develop a personal style.</li> <li>• Choose the appropriate writing implement best suited for the task.</li> <li>• 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).</li> </ul>		<ol style="list-style-type: none"> <li>1. Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>2. Speak audibly and fluently with an increasing command of Standard English.</li> <li>3. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>4. Listen and respond appropriately to adults and their peers.</li> </ol>		