



TEXT TYPES		KEY FEATURES	
<p>Revise</p> <p>Information texts</p> <p>Simple forms of poetry</p> <p>Recount: writing about real events</p> <p>Instructions</p>	<p>Introduce</p> <p>Longer narrative: creating settings, characters and developing plot. (alternative Fairy Stories through a characters perspective)</p> <p>Adventure Stories</p> <p>Character profiles.</p> <p>Play scripts: (Reading & performing)</p> <p>Explanation (through science, DT or Geography)</p>	<p>Narrative: 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.</p> <p>Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'</p> <p>Recount: 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.</p> <p>Information texts: Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences.</p> <p>Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.</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 in order to group related material. 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. 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"> Conjunction Sentence: Next the old man walked his dog. 2A Sentence: The tired, old man walked his smelly, lazy dog. Double ly ending: He swam slowly and falteringly. Rule of three Sentence: (noun phrases): The old man with the <u>grey, dirty, straggly</u> hair walked his dog. <p>Learn to write and then apply 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: Desperate, she screamed for help. Speech Sentence: "Why are you walking so slowly?" said the old man. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences. Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences. Use features of written and spoken Standard English. 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> Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences).. 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'. 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).

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 regular plurals. • Spell common homophones and near homophones, see/sea, won/one. • Use a dictionary to check a spelling. • Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. • The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn. • The 'u' sound spelt 'ou' e.g. touch. • Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto. • Suffix, -ly. • Words ending in -ure, -sure. • Words ending in -sion. • Words ending in -us. • Variations of the 'ei; sound, ei, eigh, ey, e.g. vein, weigh, they. • Word families i.e. solve, solution, solver. • Write from memory simple sentences as dictated by the teacher. 	<p>As Year 2:</p> <ul style="list-style-type: none"> • Use of familiar punctuation: capital letters and full stops; • Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in 2A or 4A sentences); • Use of apostrophes for contractions: it is = it's/did not = didn't etc • The possessive apostrophe (singular nouns) <p>Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • The possessive apostrophe (singular and plural nouns). • Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4). • Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i> 	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction • Clause • Subordinate Clause • Direct speech • Simile • Adverbial phrase 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Preposition • Prefix • Inverted commas/speech marks • Verb phrase 		
	<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 & LISTENING</th> </td>	HANDWRITING	<th data-bbox="1453 858 2177 898">SPEAKING & LISTENING</th>		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. 			