

| Vocabulary, grammar and punctuation | NARRATIVE LEARNING OUTCOMES | KEY SKILLS |
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| <p>Sentence structure and grammar</p> <ul style="list-style-type: none"> Construct a range of simple and multi clause sentences. Begin to insert a relative clause into a main clause to give the reader more detail using a range of pronouns: <i>The boy, who was very angry, shouted at the teacher.</i> Vary sentence structure using a range of sentence starters e.g. 'ing' : 'Running quickly' e.g. descriptive: Dark menacing clouds circled above fronted adverbials of time, place and manner Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to make meaning more specific. Appropriate choice of pronoun or noun within and across sentence to aid cohesion and avoid repetition. Use paragraphs to organise ideas around a theme Use a wider range of adverbs and adverbial phrases to link paragraphs. Use correct tense and verb form consistently. <p>Punctuation</p> <ul style="list-style-type: none"> Use commas to separate subordinate clauses from the main clause(for example after fronted adverbials) Use commas after the reporting clause in direct speech. Use inverted commas to indicate direct speech and end punctuation within the inverted commas. Use apostrophes to mark plural possession. (the girl's name. the girls' names) <p>TERMINOLOGY TO BE USED AND</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the features of different story genres: settings, typical characters, themes, plots Recognise stages in different story genres; identify the introduction, build-up conflict and resolution Recognise how the passing of time is conveyed and key words/phrases used to introduce paragraphs/chapters. Identify how settings including historical ones influence events and incidents in stories and how they affect characters behaviour. Explain how customs and beliefs of the culture that a story is from effects characters' behaviour and actions. Compare and contrast characters, making inferences about characters motives and feelings based on their actions, be able to express a view on a character with reference to the text and comment on how characters respond to a dilemma and justify their actions taken. Recognise and explain techniques used by the writer to influence the reader's response to the character. Recognise how a characters feelings, can be applied through actions, using powerful verbs and adverbs and be able to identify examples of figurative and expressive language from story extracts which helps build up a clearer picture of a character. Make predictions about how a character will act and the consequences and use to write the next episode in a story and then compare with what actually happened in the story. Justify characters actions and be able to see things from opposing characters point of view. Identify how varying sentence length and using expressive and descriptive language creates mood, | <ul style="list-style-type: none"> To be able to use a range of adjectives and expanded nouns phrases to make descriptions more vivid and engage the reader Select and use range of powerful verbs and adverbs to imply characters feelings. To be able to interweave characters actions, motives and feelings using a range of subordinating and coordinating conjunctions. Link events in the story which build upon character's previous actions and be able to say what is going on at the same time in another setting. Use a range of sentence starters to create multi- clause sentences which create tension and excitement and engage the reader. Use some simple techniques to create tension: short sentences/questions/dot dot/different sentence starters. Interweave dialogue effectively, layout direct speech correctly using inverted commas. Use paragraphs more consistently to show passage of time, location, mood, and new speaker |

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| <p>UNDERSTOOD:</p> <ul style="list-style-type: none"> determiner pronoun possessive pronoun | <p>builds up suspense and excitement and use in their own writing.</p> <ul style="list-style-type: none"> Use a variety of sentence starters which engage the reader. Experiment with word order in sentences and recognise the impact Understand how dialogue is used to move the action forward and use dialogue in their writing, using speech marks to demarcate speech correctly. Use paragraphs to show passage of time, place, mood and new speaker | |
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| Recounts | KEY SKILLS |
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| <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the features different types of recounts and be able to compare and contrast them: 1st person accounts, impersonal historical of accounts, diary recounts, which are more conversational and informal and recounts in the form of letters. Compare a recount of the same event in a variety of ways to identify the difference in the language features and similarities in structure. Write different types recounts, according to the features. Be able to write consistently in 1st/2nd/3rd person <ul style="list-style-type: none"> Write consistently in the past tense | <ul style="list-style-type: none"> Structure the recount according to the type it is. Use simple factual language in impersonal recounts and simple expanded noun phrases to give more details. Use emotive language in diary recounts to engage the reader. Express time, place and cause using simple adverbial clauses which are linked by a range of simple subordinating and coordinating conjunctions. <ul style="list-style-type: none"> Writing in 1st /2nd/ 3rd person and past tense. |

| Instructions | KEY SKILLS |
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| <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and explain the features of a range of more detailed and complex instructional texts including: <ul style="list-style-type: none"> -Noting the intended outcome at the beginning; - Listing materials or ingredients; -Clearly set out sequential stages - Language of commands, e.g. imperative verbs Expanding on simple instructions to explain them in more detail. Explain the difference between instructional and explanation text. Write instructions for different purposes and be able to state the value for following a set of instructions e.g. How to annoy your Sister and to add any additional tips or warnings. Use language which is specific and gives the reader additional information for clarity. | <ul style="list-style-type: none"> . Begin to use questions to attract the reader's attention and engage the reader. State why the instructions are important. Use precise imperatives to give instructions. Expand on simple instructions giving the reasons for them by using a range of adverbial clauses which are linked by a wider range of subordinating and coordinating conjunctions to link and expand on ideas Use adjectives and expanded noun phrases appropriately to convey essential information. Use commas to separate lists. Proof read and edit out careless spelling and punctuation errors. Make revisions to writing. |
| Information Texts | KEY SKILLS |
| <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the different types of information texts and explain their structural and language features, comparing different types of texts. Annotate texts to be able to identify the features and explain their purpose: e.g. Why paragraphs are used Explain in more detail how language is used in different information texts: (Topic sentences at the start of a paragraph, sentence openers that capture the reader's attention, key words and phrases that convey essential information, use of technical language) Identify factual impersonal language and know how language used in information is different from spoken language and is more formal. Raise a wider range of higher order questions which they want to pose before researching. Make a range of inferences and draw conclusions from what they have read. Distinguish between fact and opinion and be able to identify and write their own factual statements based on knowledge researched and express a viewpoint based on the knowledge they have. Skim and scan a text for key information and be able to reduce a paragraph and summarise the key information in 1/2 sentences. Change sentences with opinion adjectives into factual ones and be able to turn informal phrases in sentences into formal ones. <ul style="list-style-type: none"> Use different sentence openers using adverbs, generaliser's and | <ul style="list-style-type: none"> Construct simple paragraphs which open with the topic sentence. Construct a range of multi-clause sentences, some with subordinate clauses which expand on ideas and which are grammatically correct and make sense. Begin to use a wider range different sentence starters to engage the reader(generalisers, adverbs, adverbial phrases) and link ideas between sentences. Begin to use a wider range of factual descriptive language including expanded noun phrases to make the writing clear and specific Use some technical language and explain the meaning. Uses pronouns within and across sentences to aid cohesion and avoid repetition Write more consistently in third person and in the correct tense. |

| connectives. | |
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| Explanation Texts | KEY SKILLS |
| <p>Children will be able to:</p> <ul style="list-style-type: none"> • Read and analyses explanatory texts to identify key features. • Begin to distinguish between explanatory texts, reports and recounts while recognizing that an information book might contain examples of all these forms of text or a combination of these forms. • identify the following features of an explanation text and be able to explain the purpose of some of these features: <ul style="list-style-type: none"> ○ purpose: to explain a process or to answer a question ○ structure: introduction, followed by sequential explanation, organised into paragraphs ○ language features: usually present tense; use of connectives of time and cause and effect ○ presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering. • Compare and contrast different types of explanation texts. • Summarise processes carried out in the classroom and collect information from a variety of sources and present as flowcharts or cyclical diagrams as appropriate. • Revise a given explanation text to improve the cohesion of the explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering. <ul style="list-style-type: none"> · Write their explanations of a process, applying the features of an explanation text. | <ul style="list-style-type: none"> • Write a series of simple but logical steps to explain how and why something happens. • Use the structural features of explanation texts to organize the writing. • Construct a range of simple and multi clause sentences to expand on ideas. • Use a range of time adverbs (Firstly, next,) and more complex causal adverbial phrases to link sentences. • Use a wider range of adverbs and adverbial phrases to link ideas between paragraphs. • Use a wider range of factual descriptive language and expanded nouns to make explanations clear and specific and some technical language which is defined if needed. • Write in the present tense/ third person consistently • Write sentences which are grammatically correct and make sense. • . |
| PERSUASIVE TEXTS: Advertisements, posters, leaflets to persuade, letters to persuade | KEY SKILLS |
| <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify the structural and language features of a range of persuasive texts: leaflets, articles, letters, adverts/poster and explain their purpose • Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Compare and evaluate examples of arguments in letters, reports and leaflets. • Explain how arguments are presented: ordering and linking points. • Explain how style and vocabulary are crucial in persuasive texts to convince the reader and be able to discuss the impact persuasive language has on the reader. • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the | <ul style="list-style-type: none"> • To be able to construct a range of multi- clause sentences which expand on viewpoints with reasons and sometimes evidence • To use persuasive language to engage the reader: Example '<i>In my considered opinion,</i>' '<i>I would like to argue strongly</i>' • To begin to use a wider range of adverbs and adverbial phrases between sentences to link points made and a wider range of subordinating conjunctions to link viewpoint and reasons within sentences. • To select and use some persuasive techniques which are suited to the type of writing: e.g. alliteration, use of questions, imperative verbs personal appeal, and boastful language which engage the reader, short punchy sentences. |

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other hand...'; 'finally' 'so'

- Express a point of view in the form of a letter and a report and back it up with reasons, using persuasive and emotive language.
- Evaluate advertisements for their appeal and honesty and look at how information is presented: exaggerated claims, tactics to grab the reader's attentions, use of alliteration, jingle and puns.
 - Design and write an advertisement for a specific purpose.

- To be able to organise the writing into paragraphs and make sure they are linked to help the flow of an argument.