

Vocabulary, grammar and punctuation	NARRATIVE LEARNING OUTCOMES	KEY SKILLS
<p><b>Text, Sentence structure and grammar</b></p> <ul style="list-style-type: none"> <li>• Write simple and some compound sentences.</li> <li>• Begin to use some simple time adverbs and adverbials</li> <li>• Use a range of simple conjunctions to link ideas within compound sentences: e.g. 'for' 'and' 'but' 'or' 'so'</li> <li>• Expand noun phrases using adjectives for description and specification</li> <li>• Begin to use subordinating conjunctions to expand a simple sentence: E.G. 'because,' 'as,' 'if' 'while,' 'when'</li> <li>• Use the correct tense: past or present including the progressive form of verbs.</li> </ul> <p>Write sentences which are mostly grammatically correct.</p>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify all the main features of different stories: setting, main characters, problem, key events, climax and resolution.</li> <li>• Analyse the sequence of events in different stories and identify words and phrases used to link events.</li> <li>• Identify and use a range of simple story language.</li> <li>• Re-tell stories orally and in written form, sequencing events correctly and using story language</li> <li>• Express an opinion about a character and in simple terms infer their motives and feelings for their actions.</li> <li>• Compare and contrast characters and express a viewpoint about them.</li> <li>• Write a character profile which describes their appearance and their behaviour.</li> <li>• Write in role explaining the characters feelings and re-telling the story from a characters point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple story language to engage the reader.</li> <li>• Sequence events which are related and lead to a definite ending.</li> <li>• Use a range of simple time adverbs to sequence events and to link ideas between sentences.</li> <li>• State characters actions and sometimes their motives or feelings using a range of simple coordinating and subordinating conjunctions to link them.</li> <li>• Begin to use more adventurous language including simple powerful verbs and a range of simple adjectives and expanded noun phrases</li> <li>• Begin to use direct speech using speech marks.</li> <li>• Think/say/write/check work for meaning and correct errors with some support.</li> </ul>

Instructions	KEY SKILLS
<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions.</li> <li>• Give clear oral instructions to members of a group.</li> <li>• Read simple instructions such as recipes, plans, constructions, which include diagrams.</li> <li>• Identify some of features in simple instructions read: clear statement of purpose at start, sequential steps set out in a list, use of bossy verbs and connectives, written in present tense.</li> <li>• Write different types of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence ideas in a sequential and logical order.</li> <li>• Use a range of simple time adverbs and simple adverbial phrases to link each instruction.</li> <li>• Use some adverbs to state how to do something.</li> <li>• Use simple coordinating and subordinating conjunctions to link ideas in sentences.</li> <li>• Write consistently in the present tense.</li> <li>• Use " you" to make it more personal</li> <li>• Punctuate work accurately, and begin to use commas to separate lists.</li> <li>• Check meaning is clear and the instructions make sense.</li> </ul>

<p><b>Dictionaries/glossaries/information texts</b></p>	<p><b>KEY SKILLS</b></p>
<p><b>LEARNING OUTCOMES:</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain what a glossary is and explain their layout.</li> <li>• Use dictionaries and glossaries to locate words by using initial letter.</li> <li>• Use dictionaries to define technical words they encounter in information texts.</li> <li>• Begin to use indexes to locate information in a book</li> </ul> <p><b>INFORMATION TEXTS-</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between fiction and non-fiction texts and use the terms fact and fiction correctly.</li> <li>• Distinguish between statements that are true and factual and statements which are not false or an opinion.</li> <li>• Raise, with support a range of simple higher order questions around a picture from a text or by looking at the cover of a text. They will also be able to raise simple questions about a subject they are studying related to topic/science work.</li> <li>• Discuss the different ways information texts can be presented.</li> <li>• Annotate a text, to identify some of the given key structural and language features of an information text.</li> <li>• Explain what topic sentences are and use that knowledge to help them decide what each paragraph is about in a piece of information text.</li> <li>• Scan a text to find specific information by reading the title, subheading, topic sentences, looking at the pictures and diagrams,</li> <li>• Identify and record key words in each paragraph in a simple information text.</li> <li>• Write simple reports based on the structure of texts they have studied in chronological order and non-chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Use key words and phrases taken from a text to create a simple report.</li> <li>• Use sub-headings to organise the information.</li> <li>• Link ideas in a sentence and use a range of simple coordinating and subordinating conjunctions.</li> <li>• Use simple factual adjectives to give extra information to the subject of the writing and some simple technical language.</li> <li>• Use a range of simple time adverbs to link ideas between sentences.</li> <li>• Write in third person in the past tense (history reports) or present tense.</li> </ul>
<p><b>Explanation Texts</b></p>	<p><b>KEY SKILLS</b></p>
<p><b>LEARNING OUTCOMES:</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Investigate and record some of the structural and language features of explanation texts.</li> <li>• Explain in simple terms, how diagrams, charts, labels and captions are used in non-fiction texts.</li> <li>• Create a flowchart or cyclical diagram to explain the process with adult support.</li> <li>• After seeing and hearing an oral explanation, explain the same process, using their flowchart and some of the language of explanation features: time and causal connectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a series of simple steps which are linked and make sense. Can explain the 'how' and 'why' in parts.</li> <li>• Use simple adverbs and adverbial phrases to link ideas between sentences.</li> <li>• Use a range of simple subordinating and coordinating conjunctions to link and expand ideas within sentences.</li> <li>• Use simple adjective and expanded noun phrases to clarify and describe something.             <ul style="list-style-type: none"> <li>• Begin to write in present tense and third person more consistently.</li> </ul> </li> </ul>

- Write an explanation text using causal conjunctions to create whole-text cohesion.