

Vocabulary, grammar and punctuation	NARRATIVE LEARNING OUTCOMES	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of sentence starters consistently for effect. Vary sentence length for effect, combining short and multi-clause sentences. Use a range of coordinating and subordinating conjunctions to link clauses in sentences. Use relative clauses to give additional information using a range of relative pronouns. (<i>for example who, which, whose, where, that</i>) Use a range of expanded noun phrases to make sentences more precise and detailed. Use modal verbs(conditional phrases) to indicate degree of possibility(<i>for example perhaps, possibly, surely, might, could, should</i>) Use a range of adverbial phrases to build cohesion within paragraphs. Link ideas across paragraphs use adverbials of time, location and number. Organise writing consistently in paragraphs. Use correct tense consistently throughout the writing. Identify and make improvements to a piece of writing. <p>Punctuation:</p> <ul style="list-style-type: none"> Sentence punctuation is now used accurately throughout most of the writing. (Use of capital letters, full stops, question marks, exclamation marks). Commas used to separate clauses to clarify meaning or avoid ambiguity. Use of speech marks to denote speech is generally accurate, with speaker on a new 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the different structures/techniques used by authors in the development of plot and look at how links are made between paragraphs and chapters to make the story cohesive. Compare the structure of different types of stories and understand how they differ in pace, build-up sequence, complication, climax and resolution. Analyse the structure of more complex narratives, e.g. two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view. Show and explain how an author conveys a sense of place in the following ways: setting description, customs and language (through character's speech and the use of vocabulary) through studying a range of extracts from the core text and other stories from different cultures and apply this knowledge when writing their own extracts from the story. Explain how settings from stories are built up from small details and Identify examples of effective description which evoke time, mood or place. Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss their response to particular characters. Identify evidence of how individual characters change during a story, explain possible reasons for this and discuss what it shows about the character. Recognise that characters may have different perspectives on the story and explore different points of view; writing in role telling the same incident from two opposing viewpoints 	<ul style="list-style-type: none"> Be able to use understanding of story structure to structure their own writing. Be able to express characters motives, feelings and their reactions to situations and other characters. Write a variety of sentence structures, which vary in length and combine short and multi-clause sentences for dramatic effect. To be able to use a wider range of adverbial sentences starters and some adjectival sentence starters to engage the reader. To be able to select and use words and phrases effectively, to create vivid descriptions, for dramatic effect and to sustain excitement in the writing. Use tense correctly throughout the writing and be able to write in 1st 2nd and 3rd person using the correct verbs. Use direct and reported speech to vary pace and develop characters relationships and conflicts. Organise paragraphs in writing for build-up, conflict and climax. Use a range of cohesive devices effectively to create links within and between paragraphs and to indicate changes in time and place.

<p>line and other speech punctuation.</p> <ul style="list-style-type: none"> • Use of brackets, dashes or commas to indicate parenthesis. <p>TERMINOLOGY TO BE USED AND UNDERSTOOD:</p> <ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis, bracket, dash • Cohesion • Ambiguity. 	<ul style="list-style-type: none"> • Compare and contrast characters, identifying characters motives and feelings and be able to express a view on a character with reference to the text. • Explain how dialogue is used in stories to make the characters appear more real, to reveal more about them as a person, to reveal relationships between characters and to move the plot forward. • Identify how varying sentence length and key words and phrases used, build up suspense and excitement and apply to their own writing. 	
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Recounts	KEY SKILLS
<p>Children will be to:</p> <ul style="list-style-type: none"> • Compare and contrast the structural and language features of a range of recounts: personal, impersonal recounts, newspaper reports, TV reports, police incident reports, diaries charting historical events. <ul style="list-style-type: none"> - Introduction to set the scene, - chronological sequence, - varied but consistent use of past tense, - possible supporting illustrations, <ul style="list-style-type: none"> - degree of formality adopted. - Write different types of recounts which contain the relevant features. - Write in a formal and impersonal style, selecting and using the appropriate vocabulary and phrases. - Recognise and use passive voice. 	<ul style="list-style-type: none"> • Apply specific structural features to different types of recounts. • Write in chronological sequence. • Use impersonal and formal language. • Select and use a range of appropriate expanded noun phrases to make sentences more precise and detailed.* • Use a range of multi-clause sentences which expand on simple ideas and make the writing more cohesive. • Select and use a range of adverbial phrases to link ideas within and between sentences and to link paragraphs. • Use paragraphs consistently. • Use direct and reported speech correctly and consistently throughout the writing.

<p>Instructions</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and explain the structural and language features of a range of instructional texts and be able to explain their purpose. Identify how the features of explanation and instruction writing are the same/different. Change a piece of text into a set of instructions. Write a comprehensive set of instructions and where appropriate write an introduction explaining why someone might be interested in following them Use questions to draw the reader in to thinking about the need to follow the instructions Round off the instructions with a specific comment, warning, additional tips, or reminder. 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> Be able to choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different types of instructions. Be able to effectively use the language conventions and grammatical features of the different types of instruction texts as appropriate. Vary sentence length, using short punchy sentences for effect. Use a range of sentence starters: adverbs, adverbial phrases, and imperative verbs. Ensuring meaning is clear and unambiguous for the reader. Use colons to introduce a list and commas to separate items. Proof read and edit out errors. Able to identify where improvements can be made and carry out revisions.
<p>Information Texts</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Raise a range of higher order questions they want answered in order to carry out a piece of research, using information texts, websites other IT resources. Pose questions round texts they have read and make a range of inferences and deductions referring to the text to support their viewpoints. Compare and contrast the structural and language features of a range of different texts and identify what features are the same and how and which features are different and why. Comment on the suitability for purpose and their audience for texts examined. Locate specific information in a text quickly by skimming and scanning, using their knowledge and understanding of topic sentences to help them get the gist of what an information text contains. Make notes extracting key information and selecting the appropriate format to record their information. Recognise the use of formal impersonal language and be able to use it orally and in their writing by converting informal and subjective phrases into formal factual descriptive. Identify and explain the technical language used in texts. Revise information texts to refine and edit out unnecessary information. 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> Construct a range of multi –clause sentences which elaborate on information in a clear and interesting way. Use relative clauses to give the reader additional information using a range of relative pronouns. Use accurate factual descriptive language, including expanded noun phrases to give clarity to the writing. Use technical language when essential and explain the terms to the reader. Use a range of sentence openers to engage the reader: E.G. Generalisers : <i>The vast majority, Many species,</i> Adverbs: <i>Interestingly, Surprisingly</i> Use a range of adverbial phrases within and across paragraphs to ensure structure of writing is logical and cohesive. Sustain a formal and impersonal tone throughout writing. Write more consistently in 3rd person and the correct tense.

<ul style="list-style-type: none"> Apply their knowledge of the structural and language features of different information texts to write their own texts to suit different purposes and audiences. 	
<p>Explanation Texts</p>	<p>KEY SKILLS</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (<i>if, then, might when the.</i>); use of words/phrases to make sequential, causal, logical connections, e.g. <i>while, during, after, because, due to, only when, so</i>; 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. Comment on how effective the texts examined are in explaining something. Research and plan a page for a reference book on one aspect of a class topic and use their plan to write their explanation report, incorporating diagrams if needed. Write different types of explanation texts for different audiences. <ul style="list-style-type: none"> Refine/revise their report to focus on clarity and ensure it is written in an impersonal style with the appropriate use of technical language 	<ul style="list-style-type: none"> Write an opening paragraph to explain what the text is about with the opening sentences attracting the reader's attention. Write series of logical steps to the explanation, which are presented in an interesting way. How and why is stated/cause and effect and sometimes elaborated through use of multi-clause sentences. Use paragraphs with topic sentences to introduce each paragraph and adverbs and adverbial phrases used to link paragraphs. Use a range of adverbial phrases to link ideas between sentences using a range of subordinating conjunctions to link cause and effect. Include essential factual descriptive and technical language. Use some modal verbs to express a degree of possibility or certainty in an explanation. <ul style="list-style-type: none"> Write more consistently in an impersonal style, using third person and present tense.
<p>PERSUASIVE TEXTS: Advertisements, posters, leaflets to persuade, letters to persuade</p>	<p>KEY SKILLS</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> Read a range of persuasive texts and identify the key structural and language features. Distinguish between the different types of persuasive texts and their purposes and compare and contrast their features. Understand and explain on how language is used in different persuasive texts: headlines, adverts, fliers and explore how opinion can be disguised as fact. Create their own wordbanks of persuasive language /techniques used to engage the reader and use them in their writing: <ul style="list-style-type: none"> -words that give emphasis: <i>absolutely, totally</i> -emotive phrases: <i>I would like to argue strongly, there is no doubt in my considered opinion</i> -emotive rhetorical questions: <i>surely you want the best for your child</i> * Recognise the difference between a personal and impersonal viewpoint Write different types of persuasive texts, using the appropriate language and persuasive techniques associated with that style of writing, writing in 	<ul style="list-style-type: none"> To be able to give clear reasons for opinions expressed and back them up with some evidence. To be able to construct a range of multi-clause sentences to link opinion, reasons and evidence, using a wider range of conjunctions Vary sentence length to help reinforce a point or further expand on one. Use sentences effectively to introduce paragraphs and guide the reader. Link paragraphs through the use of logical adverbs : 'consequently,' 'furthermore' , 'in addition Use a range of persuasive techniques and emotive language, in order to argue a point of view including words that give emphasis, emotive phrases and emotive rhetorical questions. Use some modal verbs to indicate a degree of possibility or certainty. Maintain a formal style of writing where appropriate.

<p>1st/2nd/3rd person.</p> <ul style="list-style-type: none"> • Present their viewpoint in a class discussion or drama 	
<p>Discussion Texts</p>	<p>KEY SKILLS</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and explain some of the structural and language features of discussion texts. • Explain how they are different from persuasive texts. • Sort statements into opinions/reasons/ evidence. • Distinguish between connectives which add more information and those which signal a different viewpoint. • Identify and use words/phrases to introduce opinions. • Begin to use conditional language. • Plan and write a discussion text which gives two opposing sides to an argument. 	<ul style="list-style-type: none"> • To be able to construct a range of multi-clause sentences to argue a viewpoint with clear reasons and evidence. • Use a range of coordinating and subordinating conjunctions to link clauses in sentences. • Vary sentence length, using short sentences to get a key point across. • Begin to use adverbial phrases correctly when adding on more information (<i>In addition, Furthermore, Additionally</i>) and signalling the onset of an alternative viewpoint e.g. '<i>on the other hand</i>' '<i>however</i>'. • Use modal verbs(conditional phrases) to indicate degree of possibility(<i>for example perhaps, possibly , surely , might, could, should</i>) • Summarise viewpoints using generalisers: <i>Usually, The majority, Typically</i> • Link ideas between paragraphs using a range of adverbs and adverbial phrases. • Write in a formal and impersonal style in 3rd person