

Vocabulary, grammar and punctuation	NARRATIVE LEARNING OUTCOMES	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use vocabulary and structures for a range of informal and formal writing. Write a variety of sentence structures, which vary in length and interweave when necessary, for order and effect, one word, short, and multi-clause sentences. Insert relative clauses within main clauses to make meaning clearer. Vary sentence openers in stories and variation in word order to engage and sustain the reader's interest. Use a wide range of sentence connectors and conjunctions which are appropriate to the text. Link ideas across paragraphs using a wider range of cohesive devices. Use a wider range of adjectival and expanded noun phrases to make their descriptions more vivid and which are genre specific. Use verb phrases accurately when writing in passive voice. Use subjunctive forms in formal speech and writing e.g. 'If I were to,' 'Were they to come' Maintain accurate use of tense throughout the writing. Consistently use language associated with 1st, 2nd or 3rd person. <p>Punctuation:</p> <ul style="list-style-type: none"> Full range of punctuation is used accurately to demarcate sentences, including use of speech and commas to separate clauses. Brackets, dashes are used correctly. Semi-colon and colons used to mark the boundary between independent clauses. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Compare the structure and features of a story with its film or TV adaptation. Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what they had imagined when reading. Recognise that the narrative viewpoint can be changed when adapted for film and be able to discuss the effect this has on the story. Identify the key features of different types of story genres and compare and contrast them: <i>Features/plots/ characters/language used.</i> Identify stock characters in particular genres Understand aspects of narrative structure and analyse how individual paragraphs are structured in writing: e.g. comments sequences to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force. Analyse the author's use of language in different story genres to evoke a sense of time and place which is genre specific. Explain the different author's style in evoking particular responses in the reader. Identify particular techniques used by authors to create suspense and excitement in different genres and apply in their own writing. Analyse examples of dialogue that are typical of a particular genre and apply to own writing. Analyse how paragraphs are used to vary pace and emphasis and apply to own writing. Use different genres as models to write short extracts, sequels, additional episodes, alternative endings, using the 	<ul style="list-style-type: none"> Be able to apply the features of a particular story genre to own writing. Use a variety of techniques to introduce and develop characters. Be able to give narrators viewpoint on a character. Interweave actions, reactions, motives and feelings of characters to engage the reader. Use a wider range of adjectival and expanded noun phrases to make their descriptions more vivid and which are genre specific. Use a range of techniques to create mood and atmosphere and to evoke excitement and tension in writing. Vary sentence openers in stories and variation in word order to engage and sustain the reader's interest. Vary pace by using sentences of different length and by interweaving direct and reported speech. Write in paragraphs which are linked and show passage of time, mood and place, using different cohesive devices.

<ul style="list-style-type: none"> • Use colons to introduce a list and semi-colons within lists. • Use of hyphens to avoid ambiguity. • Use of bullet points to list information. • Able to identify and correct errors and make amendments when needed independently. <p>TERMINOLOGY TO BE USED AND UNDERSTOOD:</p> <ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon bullet points 	<p>appropriate story conventions and language.</p>	
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<p>Recounts</p>	<p>KEY SKILLS</p>
<p>Children will be to:</p> <ul style="list-style-type: none"> • Identify and discuss the 5 fundamental 'W' questions that a newspaper report tries to answer: Who/what/where/when/why and be able to identify them in a newspaper report. • Identify other stylistic features of newspaper reports and compare how a news story is covered in a newspaper and in a TV report. • Identify how emotive language is used in sensationalist journalism. • Apply the features of report writing to write newspaper and TV reports. • Know when to change tense when writing reports and do this consistently in their writing. • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Demonstrate their skills of biographical and autobiographical writing in role, adapting distinctive voices: e.g. of historical characters, biographical account based on research of a family member. • Apply the language conventions and grammatical features of the different types of recounts studied in their own writing. 	<ul style="list-style-type: none"> • Use formal language maintaining an impersonal style throughout the writing. • Use adjective phrases and expanded noun phrases to add clarity to reports. • Use a range of multi-clause sentences to elaborate on information including the use of relative clauses within main clauses to make meaning clearer. • Use a wide range of subordinating and coordinating conjunctions which effectively link ideas within sentences and are appropriate to the text. • Use emotive language where necessary to engage the reader. • Use passive verbs in impersonal reports maintaining the correct verb tense. • Use 1st, 2nd and 3rd person accurately maintaining the correct subject and verb agreement.

<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"> List the structural and language features of chronological and non-chronological reports and explain why they are necessary: <ul style="list-style-type: none"> Introductions to orientate readers; Use of generalisations to categorise; Language to describe and differentiate; Impersonal and formal language; Use of passive voice Use of tense <ul style="list-style-type: none"> In examining a wider range of non-fiction texts written for an adult audience, discuss why a writer might choose to write in a certain style and form. Compare and contrast structural and language features of a range of texts and comment on their suitability for purpose and their audience. Ask a range of higher order questions, before carrying out any research. Make a range of inferences and deductions from what they have read and express their opinions quoting from the text to support a viewpoint. Appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value. Identify and explain the features of impersonal language, especially the use of passive voice. They will be able to identify how it is used in texts and the effect it has and they will practice turning active verbs in to passive and vice a versa to look how it affects a sentence. 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> Write an introductory paragraph which grabs the reading attention and makes the reader want to read on : E.G. <i>Starting with a question, an alarming fact, a gripping statement.</i> Organise information in paragraphs, which are a logical and coherent. Construct a range of multi-clause sentences which include relative and adverbial clauses which give additional information on the subject being written about. Use a wide range of subordinating conjunctions including relative pronouns to link ideas and give cohesion to the writing. Use accurate and precise factual and technical language including fascinating or unusual facts. Use a variety of sentence openers to engage the reader, and be able to vary word order within sentences. Sustain an impersonal and formal style of writing throughout the report Write in third person, with use of passive voice and consistent use of tense

<ul style="list-style-type: none"> • Improve basic information texts applying the features of a particular type of information text: e.g. a leaflet. • Write different types of chronological and non-chronological reports, being able to select the appropriate style and form of writing to suit the purpose and <ul style="list-style-type: none"> • audience. 	<ul style="list-style-type: none"> •
<p>Explanation Texts</p>	<p>KEY SKILLS</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain in more depth how scientific and mathematical texts need to be factual, accurate and precise. • Identify which features in an explanation text are common to other non-fiction texts. • Identify the key features of impersonal formal language e.g. the present tense, the passive voice and discuss when and why they are used and be able to use it orally and in written form. • Explain how paragraphs are structured in different ways to avoid repetition and to link the writing and make it more cohesive. • Appraise an explanation text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value. • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. <ul style="list-style-type: none"> • Use the language conventions and grammatical features of the different types of text, as appropriate. 	<ul style="list-style-type: none"> • Write an opening paragraph, which has a general statement, to introduce the topic being explained and hooks the reader. • Write a series of logical steps to explain the process, in time order where appropriate, which is coherent to the reader and engaging. • Explain the how and why and reasons/cause and effect/ elaborate on ideas. • Vary length and structure of sentences and paragraphs to support the shape of the explanation. • Use a range of factual and technical language to bring clarity to the writing. • Use some passive verbs to emphasize the impersonal nature of the writing. <ul style="list-style-type: none"> • Maintain an impersonal style consistently throughout the writing, maintaining third person and use of 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"> • Explain how persuasive arguments are constructed to be effective through: <ul style="list-style-type: none"> - the expression, sequence and linking of points - providing persuasive examples, illustration and evidence - pre-empting or answering potential objections - appealing to the known views and feelings of the audience. • Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> - using persuasive language techniques to deliberately influence the listener. - developing a point logically and effectively - supporting and illustrating points persuasively - anticipating possible objections - engaging interests and feelings of the audience • Participate in whole class debates using the conventions and language of debate including standard English. 	<ul style="list-style-type: none"> • Construct a range of multi-clause sentences to back up an argument with a clear reasons which are elaborated on and have supporting evidence(O.R.E.E.) • Use a range of subordinating conjunction to link ideas within sentences in a logical and coherent way. • Use a wide range of persuasive devices to argue a case and engage the reader: emotive words / exaggerated language/ value – laden adjectives/ “Surely..... “Everyone would agree/ rhetorical questions. • Use a range of modal verbs to indicate a degree of possibility or certainty. • Use a range of 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>’ • Make effective links across and between paragraphs using a wider range of cohesive devices. • Adapt the style of writing to suit the purpose of the text maintaining a

	formal style when needed.
Discussion Texts	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the features of balanced written arguments, summarise different sides of an argument; clarify the strengths and weaknesses of different positions; and give the personal opinion clearly for both sides of the argument Identify and explain why and how formal language is used in the construction of a balanced argument. Use language features of discussion texts effectively both orally and in their writing. Be able to plan a discussion text and list arguments for and against with reasons which are elaborated on and evidence. Write a balanced report of a controversial issue using the structural and language features consistently. 	<ul style="list-style-type: none"> To be able to construct a range of multi-clause sentences to argue a viewpoint with clear reasons which are elaborated on and supporting 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. Use a range adverbial phrases when adding on more information (<i>In addition, Furthermore, Additionally</i>) and signalling the onset of an alternative viewpoint e.g. 'on the other hand' 'however'. Use a range of modal verbs(conditional phrases) to indicate degree of possibility(<i>for example perhaps, possibly, surely, might, could, should</i>) Summarise viewpoints using a range of generalisers. Link paragraphs using a range of cohesive devices to give writing a clear and logical structure. Maintain an impersonal tone throughout the writing selecting and using formal phrases to express ideas clearly and succinctly.