

# YEAR 1 WHOLE YEAR

# TALKING AND LISTENING

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will :</p> <ul style="list-style-type: none"> <li>• use spoken and written language readily in their play and other learning experiences</li> <li>• speak clearly and audibly with confidence</li> <li>• demonstrate an understanding of the syntax of the English language</li> <li>• show awareness of the listener, e.g. by the use of conventions such as 'good morning' and 'thank you'</li> <li>• use an extended range of vocabulary, e.g. new words acquired from reading and shared experiences</li> <li>• recount own experiences, using some detail to help the listener, e.g. who, when, where, what</li> <li>• recite rhymes and poems</li> <li>• read aloud familiar texts showing awareness of the need to read with expression, intonation and pace</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• listen with enjoyment and respond to stories, rhymes, poems and songs</li> <li>• join in with repetitive refrains and rhymes</li> <li>• create their own stories, songs, rhymes and poems</li> <li>• sustain attentive listening, e.g. by responding to what they have heard using relevant comments, questions or actions</li> <li>• listen to and follow instructions</li> <li>• recall the main events, e.g. of story plot</li> <li>• show some awareness of the structure of words by recognising syllables and sounds within words</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• interact appropriately with others</li> <li>• take turns in conversations and discussions</li> <li>• negotiate plans and activities, e.g. during structured play, during ICT activities</li> <li>• share and co-operate when working collaboratively in a pair or small group</li> <li>• ask and answer questions</li> <li>• use talk to clarify their ideas, thoughts and feelings</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• use language to imagine, e.g. characters, places, events and feelings</li> <li>• use role play in a range of contexts, e.g. structured play, retelling stories, topic work</li> <li>• use a range of non-verbal skills, e.g. gesture, facial expressions</li> <li>• use props to stimulate and assist the development of language, e.g. puppets, toys, story sacks</li> </ul>

**Fiction and Poetry:**      **Range:**    A wide range of texts in print and on screen, to include traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language; picture books.

**Non-Fiction:**              **Range:**    Simple non-fiction texts, including recounts, captions, labels and signs; computer and moving image texts.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 know that print carries meaning, and, in English, is read from left to right and top to bottom</li> <li>2 know the difference between print and pictures</li> <li>3 use pictures to tell a story</li> <li>4 through modelled and shared reading: <ul style="list-style-type: none"> <li>• recognise printed and handwritten words in a variety of settings, e.g. stories, notes, labels, signs, notices, letters, lists, directions, advertisements, newspapers and computer texts;</li> <li>• understand that words can be written down to be read again for a wide range of purposes;</li> <li>• demonstrate reading behaviour when handling books;</li> <li>• understand and use correctly terms about books and print: <i>book, cover, spine, beginning, end, page, line, word, letter, title, author; illustrator;</i></li> <li>• track the text in the right order, page by page, left to right, top to bottom; making one-to-one correspondences between written and spoken words;</li> <li>• understand that stories and meanings can be constructed through moving image texts</li> </ul> </li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>14 through shared writing: <ul style="list-style-type: none"> <li>• understand that writing can be used for a range of purposes, in print and on screen, e.g. to send messages, record, inform, tell stories;</li> <li>• understand that writing remains constant, i.e. will always 'say' the same thing;</li> <li>• understand the link between written and spoken words;</li> <li>• distinguish between writing and drawing in books and in own work;</li> <li>• understand how writing is formed directionally, a word at a time;</li> <li>• understand how letters are formed and used to spell words;</li> <li>• apply knowledge of letter/sound correspondences in helping the teacher to scribe and re-reading what the class has written;</li> </ul> </li> <li>15 through guided and independent writing: <ul style="list-style-type: none"> <li>• experiment with ideas through writing in a variety of play, exploratory and role-play situations using a range of writing tools;</li> <li>• see themselves as writers;</li> <li>• write their own names;</li> <li>• write labels or captions for pictures and drawings;</li> <li>• write sentences to match pictures or a sequence of pictures;</li> <li>• experiment with writing and recognise how their own version matches and</li> </ul> </li> </ol>

<p>5 use a variety of sources of information when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically</p> <p>6 notice the difference between spoken and written forms through re-telling known stories; compare 'told' and moving image versions with what the book 'says'</p> <p>7 understand how story book language works and use some formal elements when re-telling stories, e.g. 'Once upon a time ...', 'She lived in a little ...', 'he replied ...'</p> <p>8 re-read frequently a variety of familiar texts, e.g. big books, story books, taped and filmed stories with texts, poems, information books, wall stories, captions, own and other children's writing</p> <p>9 use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence</p> <p>10 locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread Man...", speech-bubbles, italicised, enlarged words</p> <p>11 show an understanding of the elements of stories, e.g. main character; the ways that stories are built up and concluded</p> <p>12 show an understanding of different types of books and software; know that a non-fiction book or CD-Rom can be used to find information</p> <p>13 return to favourite books, song, rhymes and film for enjoyment</p>	<p>differs from conventional version, e.g. through teacher response and transcription</p> <p>16 think about, discuss and rehearse what they intend to write, ahead of writing it</p> <p>17 use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults</p> <p>18 use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters</p> <div>PRESENTATION</div> <p>19 use a comfortable and efficient pencil grip</p> <p>20 demonstrate fine motor skills, hand-eye co-ordination and spatial awareness</p> <p>21 write lower case and significant upper case letters using the correct sequence of movements</p> <p>22 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk, etc.</p>
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GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will :</p> <ol style="list-style-type: none"> <li>1. know how to use the syntax of the English language to construct text orally</li> <li>2. expect written text to make sense and check for sense if it does not</li> <li>3. know that the grammar of a sentence can be used to predict words during shared reading and when re-reading familiar stories</li> <li>4. understand that words are ordered left to right and need to be read that way to make sense</li> <li>5. draw on grammatical awareness to read with appropriate expression during shared and guided reading of familiar texts</li> <li>6. understand the need to re-read own captions and/or simple sentences, recognising whether or not it makes sense</li> <li>7. know that the grammar of a sentence can be used in conjunction with decoding skills to decipher new or unfamiliar words</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>8. use capital letter for start of own name</li> <li>9. recognise and locate capital letters when reading</li> <li>10. recognise and locate full stops when reading</li> <li>11. use a capital letter for the personal pronoun 'I'</li> <li>12. use a capital letter at the beginning of a sentence</li> <li>13. under teacher guidance, use full stops to demarcate sentences</li> <li>14. write sentences independently</li> <li>15. use features of punctuation to read aloud with expression in a phrased and fluent manner</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING
<p>Children will :</p> <ol style="list-style-type: none"><li>1. recognise and discriminate between dissimilar and similar environmental sounds, e.g. dog barking and siren; phone ringing and doorbell ringing</li><li>2. segment and blend the syllables in words, e.g. tap the beats in words; build syllables into words; sort objects according to number of syllables</li><li>3. understand and be able to rhyme through:<ul style="list-style-type: none"><li>• recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes; finishing lines of rhymes; playing rhyming games</li><li>• making rhyme judgements, e.g. toe, sew, ball</li><li>• extending these patterns by analogy, generating new and invented words in speech and spelling</li></ul></li><li>4. have a knowledge of grapheme/phoneme correspondences through:<ul style="list-style-type: none"><li>• experimenting with alliteration</li><li>• blending sounds orally to make words</li><li>• segmenting sounds in words -hearing and identifying initial, medial and final sounds in words</li><li>• hearing and saying sounds in words in the order in which they occur</li><li>• linking sounds to letters, naming and sounding the letters of the alphabet</li><li>• blending sounds to read and write CVC words in context</li><li>• recognising common digraphs, e.g. ch, sh, th, wh</li><li>• using phonic knowledge to read and write simple regular words and make phonetically plausible attempts at longer or more complex words</li><li>• knowing that letter names are not the same as letter sounds</li></ul></li></ol>	<p>Children will :</p> <ol style="list-style-type: none"><li>5. discriminate between similar/dissimilar pictures, shapes, symbols and letters</li><li>6. understand the concept of a word -composed of letters grouped together and separated in written text by spaces</li><li>7. understand that sounds are represented by graphemes (letters/letter combinations)</li><li>8. read a range of familiar and high frequency words in a variety of contexts, e.g. children's names and words from favourite books</li><li>9. read a range of captions, labels and simple sentences independently</li><li>10. recognise the critical features of words, e.g. shape, length</li><li>11. write fluently a range of familiar and high frequency words</li></ol>
	<div>VOCABULARY EXTENSION</div> <ol style="list-style-type: none"><li>12. investigate and use new words from their reading and shared experiences</li></ol>

## YEAR 2 WHOLE YEAR

## TALKING AND LISTENING

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will:</p> <ul style="list-style-type: none"> <li>• use spoken and written language in their play and other learning experiences</li> <li>• speak clearly and audibly with confidence to a range of audiences</li> <li>• demonstrate an understanding of the syntax of the English language</li> <li>• convey simple information showing awareness of what the listener needs to know</li> <li>• interpret a text by reading aloud with some variety in pace and emphasis</li> <li>• recite poems and rhymes with some variety in pace, emphasis and intonation</li> <li>• recite and join in playground chants, action verses and rhymes</li> <li>• articulate preferences and discuss reasons</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• listen with enjoyment and respond to stories, rhymes, poems and songs, plays, assembly, other children's work</li> <li>• listen to tapes or moving image texts and identify points of interest</li> <li>• listen to and evaluate a range of texts including media texts</li> <li>• listen with sustained concentration to other children and adults</li> <li>• listen to and follow instructions accurately</li> <li>• retell stories in sequence, using some formal features of story language</li> <li>• summarise in own words, e.g. the main idea, instructions given</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• take turns and make relevant contributions to paired and group discussions</li> <li>• listen and build on others' suggestions</li> <li>• ask and answer different types of questions</li> <li>• explain their views to others</li> <li>• consider alternative viewpoints</li> <li>• co-operate to reach agreement</li> <li>• begin to plan by talking about what they are going to do</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• speak and behave in an appropriate manner, e.g. doctor in hospital, taking a message, using a message</li> <li>• use improvisation and work in role to explore characters, situations and familiar themes</li> <li>• act out own and well known stories to deepen understanding of character, motive and story</li> <li>• use different voices for characters when reading aloud</li> <li>• use a range of props, e.g. storybags or story boxes to create or retell stories</li> <li>• use a range of non-verbal skills e.g. gesture, facial expressions to convey feelings and moods</li> <li>• present dramatisations to a range of audiences</li> <li>• give a personal response to a performance</li> </ul>

**Fiction and Poetry:** **Range:** A wide range of texts in print and on screen to include: stories with familiar settings; stories and rhymes with predictable and repetitive patterns; picture books.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 know that phonological, contextual, grammatical and graphic information can be used to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>2 understand the difference between spoken and written forms through re-telling known stories</li> <li>3 read familiar, simple stories and poems independently</li> <li>4 know and understand the terms 'story/narrative', 'characters', 'setting'</li> <li>5 understand how these elements of narrative can be used to create a story and relate them to own experience</li> <li>6 understand the elements of story through, e.g. role-play, using dolls or puppets</li> <li>7 know how to make predictions showing an understanding of ideas, events and characters</li> <li>8 learn about rhyme by extemporising on patterns orally, substituting words and phrases, extending patterns, inventing patterns and playing with rhymes</li> <li>9 find extended and complementary meanings within pictures to develop comprehension</li> <li>10 know how to select books for personal reading and give reasons for choices</li> <li>11 understand that stories and meanings can be constructed through moving image texts</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>12 <b>use phonological and graphic knowledge and sight vocabulary when spelling during shared, guided and independent work</b></li> <li>13 choose independently what to write about, plan and follow it through</li> <li>14 experiment with ideas through writing in a variety of play, exploratory and role-play situations</li> <li>15 demonstrate awareness that written language is more formal than spoken language</li> <li>16 use a wide range of vocabulary in their writing</li> <li>17 use a wide range of reading experiences in the construction of a variety of written texts, e.g. using personal experience, making simple picture books, creating rhymes</li> <li>20 create short simple texts on paper and on screen</li> </ol>

**Non-Fiction:**                      **Range:** Signs, labels, captions, lists, instructions, computer and moving image texts.

READING	WRITING
<p>Children will :</p> <p>21 distinguish between fiction and non-fiction texts and the different purposes for reading them</p> <p>22 know the purpose of captions e.g. labels around the school, on equipment, environmental print</p> <p>23 know the term 'instructions' and understand their purpose, e.g. for classroom routines, task management board</p>	<p>Children will :</p> <p>24 write captions for their own work, e.g. for display, in class books</p> <p>25 make simple lists for a range of purposes, e.g. to plan, remind, request, etc.</p> <p>26 write and draw labels for everyday classroom use, e.g. in role-play area, for equipment</p> <p>27 show evidence of structure in simple instructions</p> <p>28 use ICT to create signs, labels, captions, etc.</p>
	<p><b>PRESENTATION</b></p>
	<p>Children will:</p> <p>29 use a comfortable and efficient pencil grip</p> <p>30 write lower case and upper case letters using the correct sequence of movements</p> <p>31 write with spaces between words</p> <p>32 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk, etc.</p>



GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. expect written text to make sense and check for sense if it does not</li> <li>2. use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read</li> <li>3. draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets</li> <li>4. write, captions and simple sentences and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>5. recognise full stops and capital letters when reading and name them correctly</li> <li>6. use features of punctuation in order to read in a phrased and fluent manner</li> <li>7. begin using the term 'sentence' to identify sentences in text</li> <li>8. understand that a line of writing is not necessarily the same as a sentence</li> <li>9. use full stops to demarcate sentences</li> <li>10. use a capital letter for the personal pronoun 'I' and for the start of a sentence</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING				
<p>Children will:</p> <ol style="list-style-type: none"> <li>recognise and generate rhymes and relate this to spelling patterns through: <ul style="list-style-type: none"> <li>exploring and playing with rhyming patterns;</li> <li>generating rhyming strings, e.g. <i>fat, hat, pat</i>;</li> </ul> </li> <li>demonstrate knowledge of grapheme/phoneme correspondences through: <ul style="list-style-type: none"> <li>experimenting with alliteration</li> <li>blending sounds orally to make words</li> <li>segmenting sounds in words -hearing and identifying initial, medial and final sounds in words</li> <li>hearing and saying sounds in words in the order in which they occur</li> <li>linking sounds to letters, naming and sounding the letters of the alphabet</li> <li>knowing that letter names are not the same as letter sounds</li> <li>blending sounds to read and write CVC words</li> <li>recognising common digraphs, e.g. <i>ch, sh, th, wh</i></li> <li>using phonic knowledge to read and write simple regular words and make phonetically plausible attempts at longer or more complex words</li> <li>manipulate phonemes, including digraphs, to create new words: e.g. <i>cat- can - pan- pin - pit - sit</i>; <i>chop -shop - ship - whip</i>;</li> <li>represent in writing the three phonemes in CVC words</li> </ul> </li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with <i>vcc, cvcc, ccvc</i> words</li> <li>use phonics to read unknown or difficult words in context</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>see and hear word simultaneously through shared reading and writing</li> <li>spell new words using phonics and a range of self-checking strategies</li> <li>read automatically high frequency words in a range of contexts</li> <li>read on sight other familiar words in context, e.g. children's names, equipment labels, classroom captions;</li> <li>recognise the critical features of words, e.g. length, common spelling patterns</li> <li>write correct spelling for common high frequency words</li> <li>use syntax and context to self-correct when reading for accuracy and meaning</li> </ol> <tr> <th colspan="2" data-bbox="1144 1010 2123 1082">VOCABULARY EXTENSION</th></tr> <tr> <td colspan="2" data-bbox="1144 1082 2123 1458"> <ol style="list-style-type: none"> <li>investigate and use new words from reading and shared experiences</li> <li>investigate and use words linked to cross-curricular topics</li> </ol> </td></tr>	VOCABULARY EXTENSION		<ol style="list-style-type: none"> <li>investigate and use new words from reading and shared experiences</li> <li>investigate and use words linked to cross-curricular topics</li> </ol>	
VOCABULARY EXTENSION					
<ol style="list-style-type: none"> <li>investigate and use new words from reading and shared experiences</li> <li>investigate and use words linked to cross-curricular topics</li> </ol>					

**Fiction and Poetry: Range:** A wide range of texts in print and on screen to include: traditional stories and rhymes; fairy stories; stories and poems with familiar and patterned language, including playground chants, action verses and rhymes; plays and picture books.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 know that phonological, contextual, grammatical and graphic information can be used to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>2 choose books for personal reading, discuss preferences and give reasons</li> <li>3 read familiar books with concentration and attention</li> <li>4 understand some key features of story language and use them in oral re-telling and in their own writing; noting differences between written and spoken forms</li> <li>5 understand basic story elements and make comparisons, e.g. beginnings and endings, characters, incidents, settings in different stories;</li> <li>6 demonstrate an awareness of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others</li> <li>7 learn and recite simple poems and rhymes</li> <li>8 understand that stories and meanings can be constructed through moving image texts</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9 use phonological and graphic knowledge and sight vocabulary when spelling during shared, guided and independent work</li> <li>10 choose independently what to write about, plan and follow it through</li> <li>11 use key features of narrative or some of the elements of known stories to structure own writing</li> <li>12 know how to represent outlines of story plots, e.g. story-boarding, a class book, wall story, etc.</li> <li>13 know how to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines</li> <li>14 know how to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text</li> <li>15 create texts on paper and on screen</li> </ol>

**Non-Fiction:****Range:** Information books, including non-chronological reports, simple dictionaries, computer and moving image texts.

READING	WRITING	
<p>Children will:</p> <p>16 know the terms 'fiction' and 'non-fiction', noting some of their differing features e.g. layout, titles, contents page, use of pictures, labelled diagrams</p> <p>17 distinguish between fiction and non-fiction texts and the different purposes for reading them</p> <p>18 understand that the reader doesn't need to go from start to finish but selects according to what is needed when reading non-fiction</p> <p>19 know that both front and back covers can be used to predict what the book might be about</p> <p>20 understand the alphabetical organisation of simple dictionaries</p> <p>21 understand the purpose of contents pages and indexes and begin to locate information by page numbers and words by initial letter</p>	<p>Children will:</p> <p>23 understand how labels and captions enhance and explain drawings and diagrams, e.g. growing beans, parts of the body, describe artefacts</p> <p>24 know how to pose and write simple questions, for example as part of interactive display, e.g. 'How many....?', 'Where is your house...?'</p> <p>25 understand how to assemble organise information, e.g. lists, charts, diagrams</p> <p>26 know that factual information may be written in simple sentences</p> <p>27 know how to group written sentences together in chunks of meaning or subject, e.g. its appearance, habitat, food, etc.</p> <p>28 use simple structures to write non-chronological reports</p>	
	<th data-bbox="1093 1182 2074 1225">PRESENTATION</th>	PRESENTATION
	<p>Children will:</p> <p>29 use a comfortable and efficient pencil grip</p> <p>30 write lower case and upper case letters using the correct sequence of movement, ensuring correct letter orientation</p> <p>31 write with spaces between words</p> <p>32 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk, etc.</p>	

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. expect reading to make sense and check for sense if it does not</li> <li>2. read aloud using expression appropriate to the grammar of text</li> <li>3. use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read</li> <li>4. predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense</li> <li>5. use grammatical awareness to develop and demonstrate comprehension of text, e.g. sequencing words to make a sentence, ordering/re-ordering sentences from reading</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. recognise full stops and capital letters when reading and understand how they affect the way a text is read</li> <li>7. demarcate sentences in writing, ending a sentence with a full stop</li> <li>8. use the term 'sentence' appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops</li> <li>9. use capital letters for the personal pronoun 'I', for names and for the start of a sentence</li> <li>10. use features of punctuation in order to read in a phrased and fluent manner</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial letter sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence, e.g. fantastic, bandit</li> <li>investigate, read and spell words containing digraphs such as ff, ll, ss, ck, ch, sh, th, wh, ng;</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way eg. <b>tea</b>, <b>me</b>, <b>tree</b>, happy,</li> <li>know and understand that the same spelling may be represented by more than one sound , e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>read automatically high frequency words in a range of contexts</li> <li>read on sight other familiar words in context, e.g. children's names, equipment labels, classroom captions</li> <li>spell new words using phonics and a range of self-checking strategies</li> <li>recognise the critical features of words, e.g. length, common spelling patterns</li> <li>investigate and understand the concept of a plural noun - adding 's' for plurals</li> <li>write correct spelling for common high frequency words</li> <li>use syntax and context to self-correct when reading for accuracy and meaning</li> </ol> <div data-bbox="1070 1129 2051 1230"> <p><b>VOCABULARY EXTENSION</b></p> </div> <ol style="list-style-type: none"> <li>investigate and use new words from reading and shared experiences</li> <li>investigate and use words linked to cross-curricular topics</li> </ol>

**Fiction and Poetry:** **Range:** A wide range of texts in print and on screen to include: stories about fantasy worlds; poems with patterned and predictable structures; a variety of poems on similar themes.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 know that phonological, contextual, grammatical and graphic information can be used to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>2 know the difference between spoken and written forms, e.g. through re-telling known stories</li> <li>3 understand some of the more formal features of story language and use when retelling stories</li> <li>4 know the terms: 'title', 'cover page' and 'blurb' and use to predict</li> <li>5 know how to compare and contrast using stories with a variety of settings</li> <li>6 understand the concept of 'theme' by reading and discussing a variety of poems and stories</li> <li>7 understand the term 'anthology'</li> <li>8 participate in reading poetry aloud</li> <li>9 understand that stories and meanings can be constructed through moving image texts</li> <li>10 read aloud a range of stories and poems</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>11 <b>Use phonological and graphic knowledge and sight vocabulary when spelling during shared, guided and independent work</b></li> <li>12 choose independently what to write about, plan and follow it through</li> <li>13 demonstrate an awareness of key features of narrative in writing, e.g. significant incidents, simple settings and inclusion of character/characters</li> <li>14 use poems or part of poems as models for own writing, e.g. by substituting words or elaborating on the text</li> <li>15 compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery</li> <li>16 create short, simple texts on paper and on screen which combine words with images (and sounds)</li> </ol>

**PRIMARY 2 TERM 3**

**TEXT LEVEL: COMPREHENSION AND COMPOSITION**

**Non-Fiction:**                      **Range:**    Information texts, including recounts of observations, visits, events, digital and moving image texts.

READING	WRITING	
<p>Children will :</p> <p>17 understand that non-fiction books on similar themes can give different information and present similar information in different ways</p> <p>18 know the term 'recount' and begin to recognise generic structure, e.g. ordered sequence of events, use of words like 'first', 'next', 'after', 'when'</p> <p>19 know how to pose simple questions and use text to find answers</p> <p>20 know and understand how to locate parts of text that give particular information including labelled diagrams and charts, e.g. parts of a car, what pets eat, clothes that keep us warm;</p>	<p>Children will :</p> <p>21 write simple recounts linked to topics of interest/study or to personal experiences, e.g. group/class books - Our day at school, Our trip to . . .</p> <p>22 use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, 'What We Know About...'; 'Our Pets'</p> <p>23 write own questions prior to reading for information and record answers e.g. as lists, a completed chart, extended captions for display, a fact file on ICT</p> <p>24 identify and use simple methods to record information, e.g. diagram, chart, sentence</p>	
	<th data-bbox="1075 1011 2054 1096">PRESENTATION</th>	PRESENTATION
	<p>Children will:</p> <p>25 use a comfortable and efficient pencil grip</p> <p>26 write lower case and upper case letters using the correct sequence of movement, ensuring correct letter orientation and proportion</p> <p>27 write with spaces between words</p> <p>28 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk, etc.</p>	



GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. expect reading to make sense and check for sense if it does not</li> <li>2. use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read</li> <li>3. read familiar texts aloud with pace and expression appropriate to the grammar</li> <li>4. re-order sentences, predict words from previous text, group a range of words that might 'fit' and discuss the reasons why;</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>5. use capital letters, e.g. for personal titles (Mr, Miss), headings, book titles, emphasis</li> <li>6. understand the concept of a sentence and apply this understanding in reading and writing</li> <li>7. understand the concept of question and exclamation marks and apply this understanding in reading and writing</li> <li>8. read familiar texts aloud with pace and expression appropriate to the punctuation and print features, e.g. pausing at full stops, raising voice for questions, reading bold print with emphasis</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>2. know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy <ul style="list-style-type: none"> <li>• identify phonemes in speech and writing</li> <li>• blend phonemes for reading</li> <li>• segment words into phonemes for spelling</li> </ul> </li> <li>3. identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>4. know and understand that the same spelling may be represented by more than one sound , e.g. <b>cow</b>, <b>blow</b></li> <li>5. know, understand and use the terms 'vowel' and 'consonant'</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>7. read automatically high frequency words in a range of contexts</li> <li>8. write correct spelling for common high frequency words</li> <li>9. read on sight other familiar words in context, e.g. children's names, equipment labels, classroom captions</li> <li>10. spell new words using phonics and a range of self-checking strategies</li> <li>11. recognise the critical features of words, e.g. length, common spelling patterns</li> <li>12. recognise words by common spelling patterns, e.g. night, light, fight, might</li> <li>13. investigate and understand how regular verbs change when 'ed' and 'ing' are added</li> <li>14. use syntax and context to self-correct when reading for accuracy and meaning</li> </ol> <div data-bbox="1061 1093 2018 1190"> <p><b>VOCABULARY EXTENSION</b></p> </div> <ol style="list-style-type: none"> <li>15. investigate and use new words from reading and shared experiences</li> <li>16. investigate and use words linked to cross-curricular topics</li> <li>17. use the terms 'vowel' and 'consonant'</li> </ol>

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will:</p> <ul style="list-style-type: none"> <li>• speak clearly and audibly with confidence to a range of audiences</li> <li>• use intonation when reading and reciting texts</li> <li>• tell real and imagined stories using the conventions of familiar story language</li> <li>• read, memorise and recite poems</li> <li>• explain ideas and processes using imaginative and extended vocabulary and non-verbal gestures to support communication</li> <li>• talk about what they are learning</li> <li>• develop talking and listening skills through work linked to other areas of the curriculum</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• listen to and share ideas and experiences with others in class</li> <li>• come to an agreement about what they should do and plan how to set about it</li> <li>• ask relevant questions</li> <li>• follow instructions</li> <li>• listen to talk or story by an adult, remember some specific points</li> <li>• recount main points in own words</li> <li>• identify what they have learned, a favourite part, main characters, setting, etc.</li> <li>• respond by linking to own experience</li> <li>• respond to presentations by describing characters, repeating some highlight and commenting constructively</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• develop the habits of collaborative learning</li> <li>• contribute in pairs and small/large groups</li> <li>• work collaboratively in a group, e.g. allocate tasks, consider alternatives and reach agreement</li> <li>• listen to each other's views and preferences</li> <li>• recognise and respect other people's feelings and ideas</li> <li>• understand how to take turns, challenge, support and move on</li> <li>• acknowledge contributions made by each group member</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• adopt appropriate roles in small or large groups</li> <li>• consider alternative courses of action</li> <li>• present parts of traditional stories, own stories or work from different areas of the curriculum for a range of audiences</li> <li>• comment constructively on the performance of others</li> <li>• watch live or recorded performances</li> <li>• consider how mood and atmosphere are created in live or recorded performances, e.g. through the effects of sound, music, lighting, costume, set</li> </ul>

**Fiction and Poetry:**      **Range:**    A wide range of texts in print and on screen to include: stories, picture books and poems with familiar settings.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>2. understand the difference between oral and written stories</li> <li>3. understand time and sequential relationships in stories, i.e. what happened when</li> <li>4. understand how different settings influence events and behaviour</li> <li>5. know and use the term 'plot' and identify reasons for events in stories</li> <li>6. learn how to make links by discussing familiar story themes and linking to own experiences, e.g. illness, getting lost, going away</li> <li>7. know how to recite and discuss poems, taking account of punctuation, word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns)</li> <li>8. understand that stories and meanings can be constructed through moving image texts</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9. draw on knowledge and experience of texts in deciding and planning what and how to write</li> <li>10. use simple story and poetic structure to write</li> <li>11. describe setting as part of a story opening</li> <li>12. use language of time (see sentence level work) to structure a sequence of events, e.g. 'when I had finished...', 'suddenly...', 'after that...';</li> <li>13. take risks when selecting words and phrases appropriate to the style and purpose of text</li> <li>14. through shared, guided and independent writing, apply phonological, graphic knowledge and sight vocabulary to spell words accurately</li> </ol>

Non-Fiction:

Range: Instructions

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. distinguish between fiction and non-fiction/fact/information</li> <li>2. understand that non-fiction texts can be read for pleasure, interest and information</li> <li>3. know how to pose focused questions before reading</li> <li>4. note key structural features of instruction texts, e.g. clear statement of purpose at start (title/goal), sequential steps set out in a list, direct language and command verb</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>5. use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering</li> <li>6. use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions</li> <li>7. use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read</li> </ol>
	<p style="text-align: center;"><b>PRESENTATION</b></p> <p>Children will:</p> <ol style="list-style-type: none"> <li>8. write legibly, with ascenders and descenders distinguished</li> <li>9. use upper and lower case letters appropriately within words</li> <li>10. observe correct spacing within and between words</li> <li>11. select appropriate tools for a range of writing purposes, e.g. drawing materials, computer, dry-wipe markers, chalk, etc</li> <li>12. use keyboard skills to write short fiction and non-fiction texts</li> </ol>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. expect written text to make sense and check for sense if it does not</li> <li>2. use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read</li> <li>3. find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. after, meanwhile, during, before, then, next, after a while</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>4. recognise and take account of commas and exclamation marks in reading aloud with appropriate expression</li> <li>5. re-read own writing for sense and punctuation</li> <li>6. use knowledge about uses of capitalisation, e.g. for names, headings, titles, emphasis, and use in own writing</li> <li>7. use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships</li> <li>8. use imperative tense consistently when writing instructions</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial letter sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy               <ul style="list-style-type: none"> <li>identify phonemes in speech and writing</li> <li>blend phonemes for reading</li> <li>segment words into phonemes for spelling</li> </ul> </li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes when reading and writing</li> <li>read automatically high frequency words/familiar words in a range of contexts</li> <li>write correct spelling for common high frequency/familiar words</li> <li>use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing</li> <li>spell new words using phonics and a range of self-checking strategies</li> <li>use known spellings to generate or build up others by analogy in reading and spelling (e.g. fat, fast, last, blast)</li> <li>understand and use the terms 'vowel' and 'consonant'</li> <li>use syntax and context to self-correct when reading for accuracy and meaning</li> </ol>
	<div data-bbox="1122 1134 2031 1206" data-label="Section-Header"> <p><b>VOCABULARY EXTENSION</b></p> </div> <ol style="list-style-type: none"> <li>investigate and use new words from reading</li> <li>investigate and use words linked to cross-curricular topic</li> </ol>

**Fiction and Poetry:**      **Range:** A wide range of texts in print and on screen to include: traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets; picture books.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>2 understand the concept of story types by examining events, settings, characters and language used</li> <li>3 know how to predict, e.g. story endings/incidents</li> <li>4 know how to prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text</li> <li>5 have a sense of audience through reading aloud own stories/ poems</li> <li>6 know to expect patterns of rhythm, rhyme and other features of sound in poems</li> <li>7 know when the reading aloud of a poem makes sense and is effective</li> <li>8 know the terms 'poet', 'poem', 'verse', 'rhyme' and 'rhythm' and use when discussing favourite poets and poems</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9 use story settings from reading, e.g. re-describe, use in own writing</li> <li>10 write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text</li> <li>11 use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; make class collections, illustrate with captions</li> <li>12 through shared, guided and independent writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately</li> </ol>



**YEAR 3 TERM 2**

## TEXT LEVEL: COMPREHENSION AND COMPOSITION

### Non-Fiction:

**Range:** (i) Dictionaries, glossaries, indexes and other alphabetically ordered texts

(ii) Explanations

READING	WRITING
<p>Children will:</p> <p>13 know and understand the concept of 'alphabetical order'</p> <p>14 understand that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries</p> <p>15 know how to locate words and information using initial letter or letters in a range of alphabetically ordered texts, e.g. dictionaries, glossaries, thesauruses, indexes, directories, registers</p> <p>16 know the term 'explanation' and have experience of flow charts and cyclical diagrams that explain a process, e.g. life-cycle of a frog</p>	<p>Children will:</p> <p>17 make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to cross-curricular topics</p> <p>18 produce simple flow charts or diagrams that explain a process</p>
	PRESENTATION
	<p>19 write legibly, with ascenders and descenders distinguished</p> <p>20 use upper and lower case letters appropriately within words</p> <p>21 observe correct spacing within and between words</p> <p>22 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</p> <p>23 use keyboard skills to write short fiction and non-fiction texts</p>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. expect written text to make sense and check for sense if it does not</li> <li>2. use the grammar of a sentence in conjunction with decoding skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read</li> <li>3. read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);</li> <li>4. re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) - identify errors and suggest alternative constructions</li> <li>5. understand the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am; the children are</li> <li>6. use verb tenses with accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went</li> <li>7. use past tense consistently for narration</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8. identify speech marks in reading, understand their purpose, use the terms correctly</li> <li>9. investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings</li> <li>10. use commas to separate items in a list</li> <li>11. use simple sentences in own writing</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial letter sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy               <ol style="list-style-type: none"> <li>identify phonemes in speech and writing</li> <li>blend phonemes for reading</li> <li>segment words into phonemes for spelling</li> </ol> </li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes when reading and writing</li> <li>read automatically high frequency words/familiar words in a range of contexts</li> <li>write correct spelling for common high frequency/familiar words</li> <li>use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing</li> <li>spell new words using phonics and a range of self-checking strategies</li> <li>use known spellings to generate or build up others by analogy in reading and spelling (e.g. fat, flat, fast, etc.)</li> <li>understand and use the terms 'vowel' and 'consonant'</li> <li>use syntax and context to self-correct when reading for accuracy and meaning</li> </ol> <div data-bbox="1099 1145 2101 1204"> <p><b>VOCABULARY EXTENSION</b></p> </div> <ol style="list-style-type: none"> <li>investigate and use new words from reading</li> <li>investigate and use words linked to cross-curricular topics</li> <li>investigate and use words associated with time, e.g. soon, before, as, when</li> <li>check meanings of unfamiliar words by using surrounding text to infer meaning or using dictionaries</li> </ol>

**YEAR 3 TERM 3****TEXT LEVEL: COMPREHENSION AND COMPOSITION**

**Fiction and Poetry:**      **Range:**    A wide range of texts in print and on screen to include: extended stories; stories by significant children's authors and illustrators; different texts by the same author or illustrator; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.

READING	WRITING
Children will:	Children will:
1 Know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read	8 understand the importance of good planning for writing
2 know and understand the terms 'author' and 'illustrator'	9 write sustained stories, using their knowledge of story elements: plot, setting, characterisation, dialogue and story language
3 know books written by significant authors/illustrators	10 use humorous verse as a structure to write their own , e.g. riddles, language puzzles, jokes, nonsense sentences, tongue-twisters or alliterative sentences
4 know how to find out more about authors /illustrators, e.g. from book covers, blurbs, internet	11 write simple evaluations of books read and discussed giving reasons for views expressed, using a structure or writing frame as appropriate
5 begin to understand similarities and differences in style by comparing books by same and different author(s)	12 understand the impact of illustrations added to their stories
6 develop understanding of explanation by finding reasons for particular events and behaviours in stories	13 through shared, guided and independent writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately
7 understand how humour is created in poetry by discussing words and phrases that create humour and sound effects, e.g. nonsense poems, tongue-twisters, riddles	

Non-Fiction:

Range: Information books including simple non-chronological reports.

READING	WRITING	
<p>Children will:</p> <p>14. understand the distinction between fiction and non-fiction</p> <p>15. recognise the difference between 'why', 'what', 'where', 'when' and 'how' questions</p> <p>16. understand the need to pose questions prior to reading non-fiction texts; record the questions in writing, e.g. KWL grid</p> <p>17. know how to use contents and index to locate relevant text</p> <p>18. know how to handle and use an information text by skim-reading title, contents page, illustrations, chapter headings and sub-headings and by scanning a text to find sections, e.g. key words, phrases, subheadings</p> <p>19. develop further the concept of presenting the key idea in one section/paragraph, using non-chronological reports</p>	<p>Children will:</p> <p>20. draw on knowledge and experience of texts in deciding and planning what and how to write a simple information text</p> <p>21. select from different presentational features to suit particular writing purposes on paper and on screen</p> <p>22. make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing</p> <p>23. write simple non-chronological reports, putting key ideas into separate section/paragraph</p>	
	<th data-bbox="1144 970 2101 1042">PRESENTATION</th> <p>24. write legibly, with ascenders and descenders distinguished</p> <p>25. use upper and lower case letters appropriately within words</p> <p>26. observe correct spacing within and between words</p> <p>27. select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</p> <p>28. use keyboard skills to write short fiction and non-fiction texts</p>	PRESENTATION

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. read text aloud with intonation and expression appropriate to the grammar and punctuation</li> <li>2. understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am, the children are; using simple gender forms, e.g. his/her correctly</li> <li>3. use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went</li> <li>4. use tense consistently (present, past and imperative)</li> <li>5. demonstrate understanding of concept of nouns by: <ul style="list-style-type: none"> <li>▪ identifying nouns in shared and guided reading</li> <li>▪ collecting and classifying examples of nouns from reading and own knowledge</li> <li>▪ experiment with changing nouns in sentences and discussing their impact on meaning</li> </ul> </li> <li>6. use the term 'noun' appropriately</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>7. use commas to separate items in lists</li> <li>8. write simple and compound sentences using the correct punctuation</li> <li>9. compose questions and use question marks</li> <li>10. turn statements into questions, using a range of 'wh' words typically used to open questions: what, where, when and who</li> <li>11. compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet</li> </ol>

PHONOLOGICAL AWARENESS, PHONICS AND SPELLING	WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING	
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial letter sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, <b>happy</b> <ol style="list-style-type: none"> <li>identify phonemes in speech and writing</li> <li>blend phonemes for reading</li> <li>segment words into phonemes for spelling</li> </ol> </li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes when reading and writing</li> <li>read automatically high frequency words/familiar words in a range of contexts</li> <li>write correct spelling for common high frequency/familiar words</li> <li>use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing</li> <li>spell new words using phonics and a range of self-checking strategies</li> <li>use known spellings to generate or build up others by analogy in reading and spelling</li> <li>understand and use the terms 'vowel' and 'consonant'</li> <li>use syntax and context to self-correct when reading for accuracy and meaning</li> </ol>	
	<th data-bbox="1099 1074 2101 1145">VOCABULARY EXTENSION</th>	VOCABULARY EXTENSION
	<ol style="list-style-type: none"> <li>investigate and use new words from reading</li> <li>investigate and use words linked to cross-curricular topics</li> <li>use synonyms and other alternative words/phrases that express same or similar meanings</li> <li>check meanings of unfamiliar words; use surrounding text to infer meanings; use dictionaries</li> </ol>	

## YEAR 4 WHOLE YEAR

## TALKING AND LISTENING

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will :</p> <ul style="list-style-type: none"> <li>• speak clearly and coherently to a range of audiences</li> <li>• choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</li> <li>• explain a process or present information, ensuring that items are clearly sequenced and relevant details are included</li> <li>• sustain conversation</li> <li>• explain or give reasons for their views or choices</li> <li>• adapt behaviour and language to suit different situations</li> <li>• use specific vocabulary in different contexts, e.g. areas of learning</li> <li>• talk about what they are learning, how the work was carried out and some aspect that might be improved</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• listen and respond to others in whole class/small group discussions; follow up on others' points</li> <li>• use different types of questions; ask focused questions</li> <li>• identify similarities and differences by making simple comparisons and connections</li> <li>• follow detailed instructions</li> <li>• generate options</li> <li>• suggest possible solutions to problems</li> <li>• clarify and retain what they have heard, e.g. by rephrasing in collaboration with others and asking for more specific information</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• develop the habits of collaborative learning</li> <li>• become more adept at turn-taking, sharing and co-operating when working in a group or team</li> <li>• use talk functionally in groups to get things done, e.g. to organise roles and action; take responsibility for aspects of the work</li> <li>• actively include and respond to all members of the group , showing fairness</li> <li>• recognise and respect other people's feelings and ideas</li> <li>• use the language of possibility to investigate and reflect on feelings, behaviour or relationships</li> <li>• decide what has been learnt</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• present events and characters through dialogue to engage the interest of an audience</li> <li>• use some drama strategies to explore stories or issues</li> <li>• present a drama for an audience</li> <li>• respond in role using appropriate language</li> <li>• identify and discuss qualities of others' performances, including gesture, action and costume</li> </ul>



**Fiction and Poetry:** **Range:** A wide range of texts in print and on screen to include: stories/plays with familiar settings; poems based on observation and the senses; shape poems.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 understand the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts</li> <li>2 understand the conventions involved in the reading of a playscript</li> <li>3 understand how dialogue is presented in stories, e.g. through statements, questions, exclamations</li> <li>4 understand how paragraphing is used to organise dialogue</li> <li>5 be aware of the different voices in stories, e.g. using dramatised readings to show differences between the narrator and different characters</li> <li>6 understand the similarities and differences between a set and a setting</li> <li>7 understand and investigate how poets use words and phrases, rhyming and non-rhyming, to create impact in poetry, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look'</li> <li>8 express their views about a story or poem, identifying specific words and phrases to support their viewpoint</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9 use reading as a model, to write own passages of dialogue</li> <li>10 write simple playscripts based on own reading and oral work</li> <li>11 begin to use paragraphing in presentation of dialogue in stories</li> <li>12 begin to organise stories into paragraphs</li> <li>13 develop the use of settings in stories by: <ul style="list-style-type: none"> <li>• writing short descriptions of known places</li> <li>• writing a description in the style of a familiar story</li> <li>• writing a description of a set for a play</li> </ul> </li> <li>14 investigate suitable words and phrases in order to write poems and short descriptions</li> <li>15 invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections</li> </ol>

### Non-Fiction:

**Range:** (i) Information books on topics of interest (ii) Non-chronological reports  
(iii) Thesauruses, dictionaries

READING	WRITING		
<p>Children will:</p> <p>16 understand the distinction between fact and fiction, noting differences in the style and structure</p> <p>17 know how to use terms 'fiction', 'non-fiction' , 'fact' and 'information' appropriately</p> <p>18 understand how and why information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc.</p> <p>19 compare the way information is presented, e.g. information texts including digital sources, dictionaries, glossaries and thesauruses</p> <p>20 know how to identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered</p> <p>21 understand how key ideas have been organised into paragraphs in non-chronological reports</p>	<p>Children will:</p> <p>22 generate ideas relevant to a topic, e.g. by brainstorming, word association, etc.</p> <p>23 make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source</p> <p>24 write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas</p> <tr> <th colspan="2">PRESENTATION</th> </tr> <p>25 write neatly and legibly, with handwriting generally joined, consistent in size</p> <p>26 use upper and lower case letters appropriately within words</p> <p>27 observe correct spacing within and between words</p> <p>28 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</p> <p>29 use keyboard skills to type, edit, redraft texts</p>	PRESENTATION	
PRESENTATION			

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</li> <li>2. take account of the grammar and punctuation when reading aloud, e.g. sentences, speech marks, exclamation marks and commas to mark pauses</li> <li>3. demonstrate knowledge and understanding of nouns and use the terms 'common' and 'proper' nouns</li> <li>4. understand the function of verbs in sentences through: <ul style="list-style-type: none"> <li>▪ noticing that sentences cannot make sense without them;</li> <li>▪ collecting and classifying examples of verbs from reading and own knowledge, e.g. <i>run, chase, sprint; eat, consume, gobble; said, whispered, shrieked;</i></li> <li>▪ experimenting with changing simple verbs in sentences and discussing their impact on meaning</li> </ul> </li> <li>5. use the term 'verb' appropriately</li> <li>6. use verb tenses with increasing accuracy in speaking and writing, e.g. <i>catch/caught, see/saw, go/went, etc.</i></li> <li>7. use past tense consistently for narration</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8. identify the boundaries between separate sentences in reading and in their own and others' writing</li> <li>9. write in complete sentences</li> <li>10. demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter</li> <li>11. use commas to separate items in a list</li> <li>12. demonstrate their knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in writing</li> <li>13. understand the basic conventions of speech punctuation through: <ul style="list-style-type: none"> <li>• identifying speech marks in reading;</li> <li>• using them appropriately in writing;</li> <li>• using capital letters to mark the start of direct speech</li> </ul> </li> <li>14. use the term 'speech marks'</li> <li>15. collect examples, from reading, of common ways of introducing and concluding dialogue, e.g. 'said', 'replied', 'asked', etc.</li> <li>16. investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings</li> </ol>

## YEAR 4 WHOLE YEAR

## WORD LEVEL WORK

PHONICS	SPELLING STRATEGIES
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy               <ul style="list-style-type: none"> <li>identify phonemes in speech and writing</li> <li>blend phonemes for reading</li> <li>segment words into phonemes for spelling</li> </ul> </li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>identify mis-spelt words in own writing</li> <li>use <b>independent spelling strategies</b> including :-               <ul style="list-style-type: none"> <li>segmenting phonemes and representing in writing</li> <li>using visual skills e.g. checking critical features (i.e. does it look right, shape, length etc.)</li> <li>building other words with similar patterns and meanings, e.g. medical, medicine;</li> <li>spelling by analogy with other known words, e.g. light, fright</li> <li>using word banks, dictionaries, etc.;</li> <li>using 'look, say, cover, write, check' strategy</li> <li>experiment with ways of remembering irregular or unusual spellings through creating own mnemonics, word plays, jingles, etc.</li> </ul> </li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know that the spellings of verbs alter when <i>ing</i> and <i>ed</i> are added</li> <li>2. know and understand what a prefix is and how they influence word meanings</li> <li>3. recognise and spell common prefixes, e.g. <i>un-</i>, <i>de-</i>, <i>dis-</i>, <i>re-</i>, <i>pre-</i></li> <li>4. use their knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear</li> <li>5. use the term 'prefix'</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. infer the meaning of unknown words from context</li> <li>7. understand the purpose and organisation of the dictionary</li> <li>8. understand the purpose and organisation of the thesaurus and make use of it to find synonyms</li> <li>9. understand and use the term 'synonym'</li> <li>10. generate synonyms for high frequency words, e.g. <i>big</i>, <i>large</i>, <i>enormous</i>, <i>gigantic</i>, <i>huge</i></li> <li>11. investigate and use vocabulary for introducing and concluding dialogue, e.g. <i>said</i>, <i>asked</i>.</li> </ol>

**Fiction and Poetry:**     **Range:**     A wide range of texts in print and on screen to include: myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know the terms 'myth', 'legend', 'fable' and 'parable' and begin to understand some of the differences related to text-type/genre</li> <li>2 investigate the styles and voices of traditional story language story: <ul style="list-style-type: none"> <li>• openings and endings, e.g. 'Now when...', 'A long time ago...';</li> <li>• typical story themes, e.g. good over evil, weak over strong, wise over foolish</li> <li>• main and recurring characters, typical of the genre</li> <li>• narrative structure and choice of language</li> </ul> </li> <li>3 understand audience by choosing and preparing poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>4 investigate different methods of planning, e.g. by listing, charting, mapping, making simple storyboards</li> <li>5 plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later</li> <li>6 write a story plan for own myth, fable or traditional tale</li> <li>7 write character portraits, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them</li> <li>8 write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition</li> </ol>

**Non-Fiction:**                      **Range:**    (i) Instructions    (ii) Dictionaries without illustrations; thesauruses

READING	WRITING	
<p>Children will:</p> <p>9 know what an instructional text is and understand its conventions and structure</p> <p>10 know and understand that instructional texts can come in different forms depending on the audience, e.g. recipes, instructions, plans, rules, timetables</p> <p>11 note key structural features, e.g. clear statement of purpose at start (title/goal), sequential steps set out in a list, direct language and command verb</p> <p>12 extend understanding of the uses of alphabetically organised texts, e.g. dictionary, thesaurus, glossary, index, catalogue, directory, etc.</p>	<p>Children will:</p> <p>13 write instructions e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence</p> <p>14 make clear notes identifying the key ideas, through, e.g.</p> <ul style="list-style-type: none"> <li>• identifying the purpose for which particular notes will be used</li> <li>• identifying key words, phrases or sentences in reading</li> <li>• exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines</li> <li>• recognising that some words are more essential to meaning than others</li> <li>• making use of simple formats to capture key points, e.g. flow chart, 'for' and against' columns,</li> <li>• identifying intended audience, i.e. self or others</li> </ul> <p>15 make a class dictionary, e.g. related to cross-curricular topic, children's interests</p>	
	<th data-bbox="1099 991 2128 1066">PRESENTATION</th>	PRESENTATION
	<p>16 write neatly and legibly, with handwriting generally joined, consistent in size</p> <p>17 use upper and lower case letters appropriately within words</p> <p>18 observe correct spacing within and between words</p> <p>19 select appropriate tools for a range of writing purposes</p> <p>19 use keyboard skills to type, edit and redraft fiction and non-fiction texts</p>	

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</li> <li>2. understand the function of adjectives within sentences, through: <ul style="list-style-type: none"> <li>▪ identifying adjectives in shared/guided reading;</li> <li>▪ discussing and defining what they have in common i.e. words which qualify nouns;</li> <li>▪ experimenting with deleting and substituting adjectives and noting effects on meaning;</li> <li>▪ collecting and classifying adjectives, e.g. for colours, sizes, moods;</li> <li>▪ experimenting with the impact of different adjectives through shared/guided writing.</li> </ul> </li> <li>3. understand and use the term 'adjective' appropriately</li> <li>4. demonstrate knowledge and understanding of pluralisation of nouns through: <ul style="list-style-type: none"> <li>▪ recognising the use of singular and plural forms in speech and through shared and guided reading;</li> <li>▪ transforming sentences from singular to plural and vice versa, noting which words have to change and which do not;</li> <li>▪ understanding the term 'collective noun' and collecting examples - experiment with inventing other collective nouns;</li> <li>▪ noticing which nouns can be pluralised and which cannot, e.g. trousers, rain;</li> <li>▪ recognising pluralisation as one test of a noun;</li> </ul> </li> <li>5. understand and use the terms 'singular' and 'plural'</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. investigate where commas occur in reading and discuss their functions in helping the reader;</li> <li>7. use the term 'comma' appropriately in relation to reading</li> <li>8. understand other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry</li> <li>9. experiment with deleting words in sentences to see which are essential to retain meaning and which are not</li> <li>10. understand the differences between verbs in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, e.g. I/we do, you/you do, he/she/they, do/does, through: <ul style="list-style-type: none"> <li>• noting the differences between the singular and plural persons;</li> <li>• discussing the purposes for which each can be used;</li> <li>• relating to different types of text, e.g. 1<sup>st</sup> person for diaries, personal letters, 2<sup>nd</sup> person for instructions, directions; 3<sup>rd</sup> person for narrative, recounts;</li> <li>• experimenting with transforming sentences and noting which words need to be changed.</li> </ul> </li> <li>11. understand the need for grammatical agreement in speech and writing, e.g. I am; we are</li> <li>12. identify paragraphs in reading and investigate how they are used to organise ideas e.g. identify the main idea and key idea;</li> <li>13. understand and use the term 'paragraph' appropriately</li> <li>14. investigate the use of the apostrophe for contractions</li> </ol>



SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand and use the terms 'singular' and 'plural' appropriately</li> <li>2. know and understand the basic rules for plural nouns: adding <i>s</i>, <i>ies</i>, <i>ves</i></li> <li>3. know and understand how words change when <i>er</i>, <i>est</i> and <i>y</i> are added</li> <li>4. understand and use the term 'suffix'</li> <li>5. know and understand how the use of suffixes can generate new words from root words, e.g. <i>proud/proudly</i>, <i>hope/hopeful/hopeless</i></li> <li>6. recognise and spell common suffixes and understand how these influence word meanings, e.g. <i>-ly</i>, <i>-ful</i></li> <li>7. know what a compound word is and use this knowledge to support their spelling, e.g. <i>playground</i>, <i>horseshoe</i></li> <li>8. know and understand how to use the apostrophe to spell shortened forms of words, e.g. <i>don't</i>, <i>can't</i></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9. infer the meaning of unknown words from context and generate a range of possible meanings, discuss which is the most likely meaning and why</li> <li>10. know the quartiles of the dictionary e.g. 'm' lies around the halfway mark, 't' towards the end</li> <li>11. know how to organise words or information alphabetically, using the first two letters</li> <li>12. understand and use the term 'definition'</li> <li>13. know how to use dictionaries to check the spellings and definitions of words</li> <li>14. understand the need for precision and accuracy when writing definitions of words</li> <li>15. understand the concept of opposites, e.g. <i>upper/lower</i>, <i>rude/polite</i></li> </ol>

**Fiction and Poetry**

**Range:** A wide range of texts in print and on screen to include: adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know the terms 'adventure' and 'mystery' and understand them as a fiction genre: <ul style="list-style-type: none"> <li>• significant features of the genre, e.g. opening, build-up, atmosphere</li> <li>• the importance of point of view, distinguishing between 1<sup>st</sup> and 3<sup>rd</sup> person accounts</li> <li>• credibility of events</li> <li>• typical character types and settings</li> </ul> </li> <li>2 know and understand that poets can create humour in a variety of ways, e.g. word play, joke poems, word games, cautionary tales, nonsense verse, calligrams</li> <li>3 recognise rhyme, alliteration and other patterns of sound that create effect</li> <li>4 be aware of authors and poets, discuss preferences and give reasons for these</li> <li>5 explore further similarities and differences in style by comparing stories and poetry by same and different writer(s)</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6 plot a sequence of episodes modelled on a known story, as a plan for writing</li> <li>7 write openings to stories or chapters linked to or arising from reading; focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes</li> <li>8 write a first person account, e.g. write a character's own account of incident in story read</li> <li>9 write more extended stories based on a plan of incidents and set out in simple chapters with titles and authors details; use paragraphs to organise the narrative</li> <li>10 write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms</li> </ol>

**Non-Fiction:**            **Range:** (i) Letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc.  
(ii) Alphabetic texts, directories, encyclopaedias, indexes, etc.

READING	WRITING				
<p>Children will:</p> <p>11 begin to understand the concepts of 'audience' and 'purpose'</p> <p>12 understand that letters are written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment</p> <p>13 understand that letters are a 'form'</p> <p>14 know the layout of letters, including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences - formal/informal</p> <p>15 know how to locate information quickly and accurately, e.g. by scanning and skimming</p> <p>16 know how to summarise orally the content of a passage or text in order to identify the main point</p> <p>17 know how to use Dewey classification system</p>	<p>Children will:</p> <p>18 select style and vocabulary appropriate to the intended reader when writing letters, notes and messages linked to work in other subjects, e.g. to communicate within school, letters to authors about books</p> <p>19 organise letters into simple paragraphs</p> <p>20 use ICT to bring to a published form - discuss relevance of layout, font, etc. to audience</p> <p>21 experiment with recounting the same event in a variety of ways for different audiences, e.g. in the form of a story, a letter, a poster</p> <p>22 make alphabetically ordered texts - use information from other subjects, own experience, or derived from other information books</p> <p>23 make clear and concise notes for a purpose</p> <tr><th colspan="2">PRESENTATION</th></tr> <tr><td></td><td><p>24 write neatly and legibly, handwriting generally joined, consistent in size</p><p>25 use upper and lower case letters appropriately within words</p><p>26 observe correct spacing within and between words</p><p>27 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</p><p>28 use keyboard with accuracy and speed to type, edit and redraft fiction and non-fiction texts</p><p>29 use layout, format, graphics and illustrations for different purposes</p></td></tr>	PRESENTATION			<p>24 write neatly and legibly, handwriting generally joined, consistent in size</p> <p>25 use upper and lower case letters appropriately within words</p> <p>26 observe correct spacing within and between words</p> <p>27 select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</p> <p>28 use keyboard with accuracy and speed to type, edit and redraft fiction and non-fiction texts</p> <p>29 use layout, format, graphics and illustrations for different purposes</p>
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GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading</li> <li>2. identify pronouns and understand their functions in sentences through: <ul style="list-style-type: none"> <li>▪ noticing in speech and reading how they stand in place of nouns;</li> <li>▪ substituting pronouns for common and proper nouns in own writing;</li> <li>▪ distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers;</li> <li>▪ distinguishing the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms of pronouns e.g. I, me, we; you; she, her, them;</li> <li>▪ investigating the contexts and purposes for using pronouns in different persons (linked to previous term's work on 1<sup>st</sup> and 3<sup>rd</sup> person);</li> <li>▪ investigating how pronouns are used to mark gender: he, she, they, etc.,</li> </ul> </li> <li>4. ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. I am, we are, in standard English</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>5. use speech marks and other dialogue punctuation appropriately in writing and use the conventions which mark boundaries between spoken words and the rest of the sentence</li> <li>6. understand how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then', e.g. if, so, while, though, since, when</li> <li>7. investigate through reading and writing how words and phrases can signal time sequences, e.g. first, then, after, meanwhile, from, where</li> <li>8. understand and use commas to mark grammatical boundaries within sentences</li> <li>9. identify paragraphs in reading and investigate how they are used to organise ideas e.g. identify the main idea and key idea;</li> <li>10. understand and use the term 'paragraph' appropriately</li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. develop further understanding of the spelling and meaning of prefixes, e.g. <i>mis-</i>, <i>non-</i>, <i>ex-</i>, <i>co-</i>, <i>anti-</i></li> <li>2. use their knowledge of these prefixes to generate new words from root words, e.g. <i>lead/mislead</i>, <i>sense/nonsense</i>, and understand how they give clues to meaning, e.g. <i>extend</i>, <i>export</i>, <i>explode</i>; <i>mislead</i>, <i>mistake</i>, <i>misplace</i>;</li> <li>3. develop further understanding of the use of the apostrophe for contraction, e.g. <i>couldn't</i></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>4. understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling</li> <li>5. understand the purpose and organisation of a thesaurus</li> <li>6. develop further understanding of synonyms, especially those which will be useful in writing dialogue, e.g. <i>shouted</i>, <i>cried</i>, <i>yelled</i>, <i>squealed</i>, exploring the effects on meaning</li> <li>7. know the term 'homonym' and understand that some words have the same spelling but multiple meanings</li> <li>8. understand how to distinguish the meanings of homonyms by using context, e.g. <i>form</i> (shape or document), <i>wave</i> (gesture, shape or motion)</li> </ol>

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will :</p> <ul style="list-style-type: none"> <li>• speak clearly and coherently to a wide range of audiences for a variety of purposes</li> <li>• adapt behaviour and language to suit different situations and contexts</li> <li>• offer reasons and evidence for their views, considering alternative opinions</li> <li>• sustain conversation</li> <li>• talk about what they are learning, how the work was carried out and some aspect that might be improved</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• use and explore different question types - to clarify, to plan and to set goals</li> <li>• tell stories effectively and convey detailed information coherently for listeners</li> <li>• investigate how talk varies depending on context, e.g. age, gender, purpose, familiarity</li> <li>• make decisions and examine options, weigh up pros and cons and show whether they agree or disagree</li> <li>• understand and learn to respond to feedback</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• use and reflect on some ground rules for sustaining talk and interactions</li> <li>• use time, resources and group members efficiently by distributing tasks</li> <li>• take different roles in groups and use the language appropriate to them, including roles of leader, reporter and scribe</li> <li>• identify the main points made by each speaker</li> <li>• understand more than one point of view</li> <li>• respond appropriately to the contributions of others in the light of differing viewpoints</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• create roles showing how behaviour can be interpreted from different viewpoints</li> <li>• develop scripts based on improvisation</li> <li>• comment constructively on plays and performances</li> <li>• present a drama for an audience</li> <li>• use some drama strategies to explore stories or issues e.g. hot seating, freeze frames, role play</li> <li>• respond in role using appropriate language</li> <li>• compare the different contributions of music, words and images in short extracts from television programmes</li> <li>• choose and prepare poems or stories for performance</li> </ul>

**Fiction and Poetry:**      **Range:**    A wide range of texts in print and on screen to include: historical stories; playscripts; poems based on common themes, e.g. school, animals, families, feelings, space, viewpoints.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know and understand the term 'historical' in relation to story</li> <li>2 understand how the fiction genre determines settings and characters</li> <li>3 know how to analyse character and setting by studying the language used</li> <li>4 explore narrative order, e.g. identify and map out the main stages of the story:- introduction (orientation) - build up - climax or conflict - resolution</li> <li>5 understand the concept of chronology in narrative, noticing how time has passed</li> <li>6 know and understand the terms 'act', 'scene', 'set', 'props', 'costume', 'stage directions'</li> <li>7 understand the organisation of playscripts and compare with that of stories</li> <li>8 have an awareness of the build-up within a play scene</li> <li>9 know how to compare and contrast poems on similar themes</li> <li>10 know about significant authors and poets and express preferences</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>11 talk about and plan their writing with teacher and/or peers</li> <li>12 use different ways of planning stories, e.g. using brainstorming, notes, diagrams</li> <li>13 plan a story identifying the stages of its telling, indicating an awareness of genre, e.g. historical</li> <li>14 use paragraphs in story writing to organise and sequence the narrative into clear chronological stages</li> <li>15 write character sketches, focusing on small details to evoke sympathy or dislike</li> <li>16 write a scene for play, e.g. using known stories as basis</li> <li>17 write poems based on personal or imagined experience, linked to poems read</li> <li>18 make some improvements to their work independently and when prompted</li> </ol>

**Non-Fiction:**                      **Range:**    A range of non-fiction texts; instructions.

READING	WRITING												
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 understand the different organisational features and purposes of a range of non-fiction texts, e.g. structure, vocabulary, style, lay-out</li> <li>2 identify features of non-fiction texts in print and ICT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently</li> <li>3 understand and use the terms 'fact' and 'opinion' and begin to distinguish the two in reading and other media</li> <li>4 know and understand what a recount is as a non-fiction genre</li> <li>5 understand that newspapers are a form and identify the main features including: lay-out, range of information, level of formality, organisation of articles, advertisements and headlines</li> <li>6 predict newspaper stories from the evidence of headlines, checking against the original</li> <li>7 know and understand the features and purposes of instructional texts including: <ul style="list-style-type: none"> <li>• the intended outcome at the beginning</li> <li>• materials or ingredients</li> <li>• sequential stages</li> <li>• language of commands e.g. imperative verbs</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8 talk about and plan their writing with teacher and/or peers</li> <li>9 write newspaper recounts, e.g. about school events or an incident from a story including: <ul style="list-style-type: none"> <li>• composing headlines</li> <li>• using ICT to draft and lay out reports</li> <li>• editing stories to fit a particular space</li> <li>• organising writing into paragraphs</li> </ul> </li> <li>10 write clear instructions using conventions learned from reading</li> <li>11 improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering</li> </ol> <table border="1" data-bbox="1122 1054 2152 1129"> <tr> <th colspan="2">PRESENTATION</th></tr> <tr> <td>12</td><td>use a neat, joined and legible handwriting style consistently across the curriculum select appropriate tools for a range of writing purposes</td></tr> <tr> <td>13</td><td>use ICT for drafting and revising as well as producing a finished piece</td></tr> <tr> <td>14</td><td>use layout, format, graphics and illustrations for different purposes</td></tr> <tr> <td>15</td><td>use a range of computer -generated fonts and type sizes</td></tr> <tr> <td>16</td><td>develop speed and accuracy when typing</td></tr> </table>	PRESENTATION		12	use a neat, joined and legible handwriting style consistently across the curriculum select appropriate tools for a range of writing purposes	13	use ICT for drafting and revising as well as producing a finished piece	14	use layout, format, graphics and illustrations for different purposes	15	use a range of computer -generated fonts and type sizes	16	develop speed and accuracy when typing
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GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. check for grammatical sense (coherence) and accuracy (agreement) by re-reading own writing; identify errors and suggest alternative constructions</li> <li>2. understand and use the term 'verb' correctly</li> <li>3. identify verbs in sentences; collect, classify and use a range of similar or synonymous verbs; appreciate and use effective and appropriate verbs</li> <li>4. understand the concept of verb tenses : past, present and future: <ul style="list-style-type: none"> <li>▪ understand how tense relates to purpose and structure of text, i.e. genre; compare sentences from narrative and information texts</li> <li>▪ understand that one test of a verb is whether its tense can be changed</li> </ul> </li> <li>5. understand the function of adverbs in sentences through: <ul style="list-style-type: none"> <li>• identifying common adverbs with 'ly' suffix and discussing their impact on the meaning of sentences</li> <li>▪ noticing where they occur in sentences and how they are used to qualify the meanings of verbs</li> <li>▪ collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i></li> <li>▪ investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ...ly</i></li> <li>▪ using adverbs with greater discrimination in own writing</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. understand and use commas to mark grammatical boundaries within sentences: <ul style="list-style-type: none"> <li>▪ items in a list</li> <li>▪ indicating a pause within a sentence</li> </ul> </li> <li>7. understand the words that fall inside and outside the speech marks</li> <li>8. identify and investigate the use of paragraphs; reinforce the notion of the "main idea" and the key words</li> <li>9. understand the importance of editing and revising own writing</li> </ol>

PHONICS	SPELLING STRATEGIES
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial sounds in words</li> <li>identify separate phonemes within words in speech and writing recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy               <ul style="list-style-type: none"> <li>identify phonemes in speech and writing</li> <li>blend phonemes for reading</li> <li>segment words into phonemes for spelling</li> </ul> </li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>identify mis-spelt words in own writing</li> <li>use <b>independent spelling strategies</b> including :-               <ul style="list-style-type: none"> <li>segmenting phonemes and representing in writing</li> <li>using visual skills e.g. checking critical features (i.e. does it look right, shape, length etc.)</li> <li>building other words with similar patterns and meanings, e.g. medical, medicine;</li> <li>spelling by analogy with other known words, e.g. light, fright</li> <li>using word banks, dictionaries, etc.;</li> <li>using 'look, say, cover, write, check' strategy</li> <li>experiment with ways of remembering irregular or unusual spellings through creating own mnemonics, word plays, jingles etc.</li> </ul> </li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know and understand the term 'homophone' - same sound different spelling, e.g. to/two/too; they're/their/there; piece/peace</li> <li>2. know and understand the term 'homograph' - same spelling different meaning, e.g. lead/lead</li> <li>3. know and understand the difference between a homophone and a homograph</li> <li>4. develop further an understanding of suffixes, e.g. -al, -ary, -ic, -ship, -hood, -ness, -ment</li> <li>5. understand how to investigate spelling patterns in order to generate the rules governing those patterns, e.g. from a list of plural nouns ending in 'es' generate the rule</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. infer the meaning of unknown words from context and generate a range of possible meanings, discuss which is the most likely meaning and why</li> <li>7. use 3rd and 4th place letters to locate and sequence words in alphabetical order</li> <li>8. use a rhyming dictionary, e.g. in composing jingles</li> <li>9. understand the ways in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes -ate, -ify, etc.</li> </ol>

**YEAR 5 TERM 2****TEXT LEVEL: COMPREHENSION AND COMPOSITION****Fiction and Poetry:**

**Range:** A wide range of texts in print and on screen to include: stories/novels about imagined worlds as in sci-fi, fantasy; classic and modern poetry.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"><li>1 know the term 'genre' and understand that there is a range of genre within fiction</li><li>2 know and understand the main features of science fiction/fantasy</li><li>3 understand how writers create imaginary worlds, such as a science fiction setting and show how the writer has constructed it through detail</li><li>4 understand how settings influence events and incidents in stories and how they affect characters' behaviour</li><li>5 compare and contrast settings across a range of stories; evaluate, form and justify preferences</li><li>6 understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension and suspense, describe attitudes or emotions</li><li>7 know and understand figurative language in poetry and prose, e.g. simile, onomatopoeia</li><li>8 identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words</li><li>9 understand how patterns of rhyme, rhythm and verse are used by the poet to create mood and meaning</li><li>10 understand how certain types of texts are targeted at particular readers; identify intended audience, e.g. junior horror stories</li></ol>	<p>Children will:</p> <ol style="list-style-type: none"><li>11 develop and refine ideas in writing using planning and problem solving strategies in guided and independent work</li><li>12 communicate meaning with some clarity, showing a sense of structure and organisation</li><li>13 organise texts into paragraphs</li><li>14 use settings and characterisation to engage readers' interest</li><li>15 use adjectives and figurative language to describe settings and characters effectively</li><li>16 collaborate with others to write stories in chapters, using plans with particular audiences in mind</li><li>17 write poetry based on the structure and/or style of poems read</li></ol>

**Non-Fiction:**            **Range:** Information books and ICT resources on same or similar themes

READING	WRITING
<p>Children will:</p> <p>18 know how to access and use a range of resources to find information</p> <p>19 understand that different skills are required for reading different texts, e.g. navigating a website, reading information books, explanations</p> <p>20 appraise a non-fiction book for its contents and usefulness by skimming, e.g. headings, contents list, etc.</p> <p>21 prepare for factual research by reviewing what is known, what is needed, what is available and where one might search</p> <p>22 scan texts in print or on screen to locate key words or phrases, useful headings and key sentences</p> <p>23 know the reasons for marking and annotating texts</p> <p>24 understand how and why paragraphs are used to organise and sequence information</p>	<p>Children will:</p> <p>25 collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram</p>
	<p style="text-align: center;"><b>PRESENTATION</b></p> <p>Children will:</p> <p>26 use a neat, joined and legible handwriting style consistently across the curriculum</p> <p>27 use ICT for drafting and revising as well as producing a finished piece</p> <p>28 use layout, format, graphics and illustrations for different purposes</p> <p>29 use a range of computer -generated fonts and type sizes</p> <p>30 develop speed and accuracy when typing</p>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand and use the terms 'noun' and 'adjective' appropriately</li> <li>2. identify adjectives as describing words and collect into families</li> <li>3. link the use of adjectives to figurative and expressive language in poetry and fiction, e.g. <ul style="list-style-type: none"> <li>▪ compare adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>)</li> <li>▪ relate them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>)</li> <li>▪ relate them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>4. understand the term 'conjunction' and how it is used to join to sentences</li> <li>5. recognise how commas, conjunctions and full stops are used to make and clarify meaning</li> <li>6. understand how the apostrophe is used to mark possession through: <ul style="list-style-type: none"> <li>▪ identifying possessive apostrophes in reading and to whom or what they refer</li> <li>▪ understanding basic rules for apostrophising singular nouns, e.g. <i>the man's hat</i>; for plural nouns ending in 's', e.g. <i>the boys' books</i> and for irregular plural nouns, e.g. <i>men's room, children's playground</i></li> <li>▪ beginning to use the apostrophe appropriately in their own writing</li> </ul> </li> <li>7. distinguish between uses of the apostrophe for contraction and possession</li> <li>8. understand the significance of word order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones;</li> <li>9. use paragraphs to organise and re-organise own writing, e.g. discuss and plan main ideas in note form and then write simple paragraphs to connect them; use writing frames; note the links to non-fiction writing</li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know and understand a range of rules governing the pluralisation of nouns, including irregular plurals</li> <li>2. extend understanding of prefixes and how prefixes generate meaning</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. know and understand how to vary word choice ,e.g. alternative words for nice, good, etc.</li> <li>4. understand the implications of words which imply gender, including the -ess suffix, e.g. <i>prince/princess, fox/vixen, king/queen</i></li> <li>5. understand that vocabulary changes over time, e.g. <i>wireless, frock</i></li> <li>6. understand how suffixes can be added to nouns and verbs to create adjectives, e.g. <i>washable, hopeful, shocking, childlike, heroic, roadworthy</i></li> </ol>

## PRIMARY 5 TERM 3 TEXT LEVEL: COMPREHENSION AND COMPOSITION

Fiction and Poetry: Range: A wide range of texts in print and on screen to include: stories that raise issues, e.g. bullying, bereavement, injustice, stories by the same author; poetry in different forms, e.g. haiku, cinquain, couplets, lists, alphabets, prayers, songs, rhyming forms and free verse.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know how to make comparisons and identify familiar features when reading stories or poems by a favourite writer(s)</li> <li>2 review own reading habits, widen reading experience and understand the value and importance of reading widely</li> <li>3 explore why and how writers write, including face-to-face and on-line contact with authors</li> <li>4 identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and to discuss how the characters deal with them; locate evidence in text</li> <li>5 understand how paragraphs or chapters are used to collect, order and build up ideas</li> <li>6 know and understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration</li> <li>7 understand why a poet does or does not use rhyme and rhythm, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme</li> <li>8 know the concept of form in poetry, e.g. acrostics, haiku</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9 explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character</li> <li>10 write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story</li> <li>11 organise writing in paragraphs using clear chronological stages</li> <li>12 write own longer stories from story plans</li> <li>13 write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others</li> <li>14 produce poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language</li> </ol>



**Non-Fiction:**            **Range:** Persuasive writing such as adverts, circulars, flyers; information books linked to other curricular areas.

READING	WRITING
<p>Children will:</p> <p>15 now how to access and use a range of resources to find information</p> <p>16 know and understand the purposes of a persuasive text</p> <p>17 evaluate advertisements as a form of persuasive writing for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words</p>	<p>Children will:</p> <p>18 summarise in writing the key ideas from a paragraph or chapter</p> <p>19 improve the cohesion of written texts by organising information into paragraphs</p> <p>20 design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples</p> <p>21 choose and combine words, images and other features for particular effects with the aim of persuading an audience</p>
	PRESENTATION
	<p>22 use a neat, joined and legible handwriting style consistently across the curriculum</p> <p>23 select appropriate tools for a range of writing purposes</p> <p>24 use ICT for drafting and revising as well as producing a finished piece</p> <p>25 use layout, format, graphics and illustrations for different purposes</p> <p>26 use a range of computer -generated fonts and type size</p> <p>27 develop speed and accuracy when typing</p>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying parts of speech</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>2. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks and respond to them appropriately when reading</li> <li>3. understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, taking note of: <ul style="list-style-type: none"> <li>▪ the order of words</li> <li>▪ verb tenses</li> <li>▪ additions and/or deletions of words</li> <li>▪ changes to punctuation.</li> </ul> </li> <li>4. use adverbs and conjunctions to establish cohesion within paragraphs</li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. develop further understanding of homographs, e.g. words with common strings but different pronunciations, e.g. <i>tough, through, trough, plough; hour, journey, could, route, four</i></li> <li>2. know and recognise words with common roots, e.g. <i>advent, invent, prevent; press, pressure, depress; phone, telephone, microphone</i></li> <li>3. develop further knowledge and understanding of prefixes and suffixes: their spelling and meaning</li> <li>4. understand that possessive pronouns do not take an apostrophe before the 's', e.g. (mine), yours, his, hers, its, ours, yours, theirs</li> <li>5. know the difference between the two forms: <i>its (possessive no apostrophe)</i> and <i>it's (contracted 'it is')</i> and use these accurately in own writing</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>6. investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. <i>cupboard</i></li> <li>7. understand how diminutives are formed, e.g. suffixes: <i>-ette</i>; prefixes: <i>mini</i>; adjectives, e.g. <i>little</i>; nouns, e.g. <i>sapling</i>; and nicknames, e.g. <i>Jonesy</i></li> </ol>

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will :</p> <ul style="list-style-type: none"> <li>• speak clearly and coherently to a wide range of audiences for a variety of purposes</li> <li>• adapt behaviour and language to suit different situations and contexts, recognising the need for Standard English</li> <li>• talk about what they are learning, how the work was carried out and some aspect that might be improved</li> <li>• sustain purposeful conversation and reflect on participation and contributions</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• be aware of different purposes for questioning</li> <li>• use and explore different question types - to clarify, to plan and to set goals</li> <li>• identify some aspects of talk which vary between formal and informal occasions</li> <li>• understand the techniques of persuasive language, appreciate its impact</li> <li>• discriminate between fact and opinion and question the reliability of evidence</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• plan and manage a group task over time</li> <li>• work in different roles in a group and take responsibility for appropriate tasks</li> <li>• understand different ways to take the lead and support others in groups</li> <li>• use time, resources and group members efficiently by distributing tasks</li> <li>• explain and justify methods, opinions and conclusions</li> <li>• understand the process of decision making</li> <li>• become self-directed by working on their own or with a group</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• use improvisation to explore themes, e.g. hopes, fears and desires</li> <li>• consider how working in role helps to explore complex issues</li> <li>• perform a scripted scene making use of dramatic conventions, such as setting, lighting, costumes, props, sound, if possible</li> <li>• use and recognise the impact of theatrical effects in drama, e.g. lighting, sound, staging</li> <li>• comment constructively on plays and performances, discussing effects and how they are achieved</li> </ul>

**Fiction and Poetry:** **Range:** A wide range of texts in print and on screen to include: novels, poems and stories by significant children's writers. Playscripts.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1. understand the importance of a good opening and compare a number of story openings</li> <li>2. develop understanding of narrative structure: orientation, build-up, sequence, complication and resolution</li> <li>3. understand how characters are presented: <ul style="list-style-type: none"> <li>• use of dialogue, action and description</li> <li>• presentation as victim, hero, villain</li> <li>• their relationships with other characters</li> </ul> </li> <li>4. understand that texts maybe rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays</li> <li>5. understand dramatic conventions including: <ul style="list-style-type: none"> <li>• the conventions of scripting (e.g. stage directions, asides)</li> <li>• how character can be communicated in words and gesture</li> <li>• how tension can be built up through pace, silences and delivery</li> </ul> </li> <li>6. understand poetic style, use of forms and the themes of significant poets; explain and justify personal tastes; consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns</li> <li>7. understand the enduring appeal of established authors and 'classic' texts</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>8. talk about and plan their writing with teacher and/or peers</li> <li>9. record their ideas, reflections and predictions about a book, e.g. through a reading log or journal</li> <li>10. map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters</li> <li>11. write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail</li> <li>12. write scenes for a play applying conventions learned from reading and role play</li> <li>13. annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience</li> <li>14. evaluate the script and the performance for their dramatic interest and impact</li> </ol>

**Non-Fiction:**

**Range:** Recounts of events, activities or visits, observational records, news reports.  
Instructional texts such as rules, recipes, directions, instructions.

READING	WRITING	
<p>Children will :</p> <p>15. understand the features of recounted texts in the form of sports reports, diaries, police reports, including:</p> <ul style="list-style-type: none"> <li>• introduction to orientate reader</li> <li>• chronological sequence</li> <li>• supporting illustrations</li> <li>• degree of formality adopted</li> <li>• use of connectives, e.g. <i>first ... next ... once</i>;</li> </ul> <p>16. understand and evaluate a range of instructional texts in terms of their:</p> <ul style="list-style-type: none"> <li>• purposes</li> <li>• organisation and layout</li> <li>• clarity and usefulness</li> </ul>	<p>Children will :</p> <p>17. write recounts for a particular audience based on subject, topic or personal experience</p> <p>18. write instructional texts and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games</p>	
	<th data-bbox="1075 895 2029 983">PRESENTATION</th>	PRESENTATION
	<p>19. use a neat, joined and legible handwriting style, with increasing speed for all writing, including drafting</p> <p>20. use a range of ICT programmes to draft and present texts</p> <p>21. make informed choices of which electronic tools to use for different purposes</p>	

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand that grammar is about the order of words in sentences</li> <li>2. investigate word order by examining how far the order of words in sentences can be changed: <ul style="list-style-type: none"> <li>▪ which words are essential to meaning</li> <li>▪ which can be deleted without damaging the basic meaning</li> <li>▪ which words or groups of words can be moved into a different order</li> </ul> </li> <li>3. understand the basic conventions of standard English and consider when and why standard English is used: <ul style="list-style-type: none"> <li>▪ agreement between nouns and verbs</li> <li>▪ consistency of tense and subject</li> <li>▪ avoidance of double negatives</li> <li>▪ avoidance of non-standard dialect words</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>4. discuss, proof-read and edit their own writing for clarity and correctness</li> <li>5. understand the difference between direct and reported speech (e.g. 'she said, "I am going" ', 'she said she was going'), e.g. through: <ul style="list-style-type: none"> <li>▪ finding and comparing examples from reading</li> <li>▪ discussing contexts and reasons for using particular forms and their effects</li> <li>▪ transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added</li> </ul> </li> <li>6. understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative and the positioning of commas before speech marks</li> <li>7. investigate how dialogue is presented in narrative and play-script: <ul style="list-style-type: none"> <li>▪ collect and classify speech verbs used to introduce and conclude it e.g.: 'said', 'replied', 'cried', 'enquired', 'wondered' etc.;</li> </ul> </li> <li>8. understand how adverbs can be used to qualify dialogue verbs e.g. 'timidly', 'heavily', 'gruffly' etc.</li> </ol>

PHONICS	SPELLING STRATEGIES
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 hear, read and spell initial, final and medial sounds in words</li> <li>12 identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>13 identify, segment and blend syllables in words orally, in reading and in writing</li> <li>14 read and spell multi-syllable words with one letter one sound correspondence</li> <li>15 know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>16 know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy               <ul style="list-style-type: none"> <li>▪ identify phonemes in speech and writing</li> <li>▪ blend phonemes for reading</li> <li>▪ segment words into phonemes for spelling</li> </ul> </li> <li>17 identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>18 know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>19 transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>20 identify mis-spelt words in own writing</li> <li>21 use <b>independent spelling strategies</b> including :-               <ul style="list-style-type: none"> <li>• segmenting phonemes and representing in writing</li> <li>• using visual skills e.g. checking critical features (i.e. does it look right, shape, length etc.)</li> <li>• building other words with similar patterns and meanings, e.g. medical, medicine;</li> <li>• spelling by analogy with other known words, e.g. light, fright</li> <li>• using word banks, dictionaries, etc.;</li> <li>• using 'look, say, cover, write, check' strategy</li> <li>• experiment with ways of remembering irregular or unusual spellings through creating own mnemonics, word plays, jingles etc.</li> </ul> </li> </ol>



SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. investigate and problem solve the rules governing pluralisation of nouns, i.e. know when to add 's', 'ies', 'es' 'ves'</li> <li>2. extend understanding of the meanings and spellings of words using prefixes, e.g. <i>auto, bi, trans, tele, circum</i>;</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. know how to explain the differences between synonyms to identify shades of meaning, e.g. <i>angry, irritated, frustrated, upset</i></li> <li>4. understand the importance and relevance of word roots and derivations e.g. <i>sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission</i>, in order to extend vocabulary</li> <li>5. know the terms 'idiom' and 'cliché'</li> <li>6. understand meanings and origins of a range of expressions, e.g. <i>the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up</i>.</li> <li>7. understand when it is appropriate or inappropriate to use idioms or clichés in speech and writing</li> <li>8. understand how to use adverbs to qualify verbs in writing dialogue, e.g. <i>timidly, gruffly, excitedly</i>, using a thesaurus to extend vocabulary</li> <li>9. understand how to dictionaries, thesauruses and glossaries in hard copy and digital form</li> </ol>

**Fiction and Poetry:**     **Range:** Traditional stories, myths, legends, fables from different cultures.  
Longer classic poetry, including narrative poetry.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 understand the features of myths, legends and fables as fiction genre</li> <li>2 investigate different versions of the same story in print or on film, identifying similarities and differences</li> <li>3 distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and perspectives on the action from different characters</li> <li>4 understand the similarities and differences between oral and written story telling</li> <li>5 know and understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem and to identify typical features;</li> <li>6 understand the difference between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>7 talk about and plan their writing with teacher and/or peers</li> <li>8 write own versions of legends, myths and fables, using structures and themes identified in reading</li> <li>9 use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas</li> <li>10 compile a class anthology of favourite poems with commentaries which illuminate the choice</li> <li>11 write metaphors from original ideas or from similes</li> <li>12 review and edit writing to produce a final form, matched to the needs of an identified reader</li> </ol>

**Non-Fiction:****Range:** Non-chronological reports : to describe and classify.

Explanations: processes, systems, operations, e.g. how the digestive system works, the rain cycle, how to find a percentage.

READING	WRITING
<p>Children will :</p> <p>13 know and understand the features and purposes of explanatory texts, investigating and noting the text, sentence and word level characteristics</p> <p>14 know and understand the features and purposes of non-chronological reports, investigating and noting the text, sentence and word level characteristics</p>	<p>Children will :</p> <p>18 plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</p> <p>19 evaluate their work</p>
<p>15 know and understand the differences and similarities between explanations and non-chronological reports</p> <p>16 prepare for reading by identifying what they already know and what they need to find out, e.g. KWL grid</p> <p>17 locate information confidently and efficiently through:</p> <ul style="list-style-type: none"> <li>• using contents, indexes, sections, headings</li> <li>• skimming to gain overall sense of text</li> <li>• scanning to locate specific information</li> <li>• close reading to aid understanding</li> <li>• text-marking</li> <li>• using CD-ROM and other digital sources</li> </ul>	PRESENTATION
	<p>20 use a neat, joined and legible handwriting style, with increasing speed</p> <p>21 for all writing, including drafting</p> <p>22 use a range of ICT programmes to draft and present texts</p> <p>23 make informed choices of which electronic tools to use for different purposes</p>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;</li> <li>2. understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures</li> <li>3. know and understand the four noun types - common, proper, abstract, collective</li> <li>4. know and understand the term 'pronoun'</li> <li>5. know and understand different types of pronouns and the work they do in sentences; person pronouns: <i>I, you, he, she, it, we, you, they, and me, you, him, her, it, us, you, them</i>; possessive: <i>mine, yours, his, hers, its, ours, yours, theirs</i></li> <li>6. experiment with substituting nouns for pronouns checking which refers to which, explore ambiguities e.g. <i>'Anne told her mother that she must give it to her.'</i></li> <li>7. know and understand the term 'metaphor' and compare with similes</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8. use punctuation effectively to signpost meaning in longer sentences</li> <li>9. be aware of the differences between spoken and written language, including: <ul style="list-style-type: none"> <li>▪ conventions to guide reader</li> <li>▪ the need for writing to make sense away from immediate context</li> <li>▪ the use of punctuation to replace intonation, pauses, gestures</li> <li>▪ the use of complete sentences</li> </ul> </li> <li>10. understand how ambiguities are created and can arise from sentence contractions, e.g. through signs and headlines: <i>'police shot man with knife', 'Nothing acts faster than Anadin', 'Baby Changing Room'</i>;</li> <li>11. understand how the comma is used to embed phrases and clauses within sentences</li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand how to explore spelling patterns and generate rules, e.g. when consonants are doubles, dropping an 'l', adding 'ing'</li> <li>2. develop further understanding of a wider range homographs and homophones, e.g. <i>rough, cough, bough; boot, foot</i> e.g. <i>eight/ ate; grate/great; rain/rein/reign</i></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. investigate and understand vocabulary from across the curriculum</li> <li>4. know and understand the term 'antonym'</li> <li>5. understand how to extend vocabulary by exploration of antonyms (link to previous work on prefixes)</li> <li>6. understand the term 'onomatopoeia' and investigate metaphorical expressions and figures of speech from everyday life</li> </ol>

**Fiction and Poetry:**     **Range:** Stories and poems from a variety of cultures and traditions.  
Choral and performance poetry.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>1 understand the concept of point of view from which a story is told and how this affects the reader's response</li> <li>2 understand that stories and poems emanate from different cultures and traditions</li> <li>3 know how to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective and understand the effect</li> <li>4 know how to select poetry, justify choices and respond to poetry</li> <li>5 understand the challenge and appeal of literature through: <ul style="list-style-type: none"> <li>• listening to literature being read aloud</li> <li>• reading accessible poems, stories and extracts</li> <li>• reading extracts from serials shown on television</li> <li>• discussing differences in language used</li> </ul> </li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>6 write from another character's point of view, e.g. retelling an incident in letter form</li> <li>7 record predictions, questions, reflections while reading, e.g. through the use of a reading journal</li> <li>8 write on to complete a section, resolve a conflict, write additional dialogue or new chapter</li> <li>9 use performance poems as models to write and to produce poetry through revising and redrafting</li> </ol>

READING	WRITING	
<p>Children will :</p> <p>10 know and understand the features and purposes of persuasive texts in a variety of forms, e.g. letters, leaflets, posters, advertisements and newspaper articles</p> <p>11 understand and evaluate how letters, e.g. from newspapers, magazines, are intended to inform, protest, complain, persuade</p> <p>12 know how to identify persuasive techniques in texts such as newspapers, comments, headlines, adverts, flyers. Consider:</p> <ul style="list-style-type: none"> <li>the deliberate use of ambiguity, half-truth, bias</li> <li>how opinion can be disguised to seem like fact</li> <li>words and phrases e.g. 'surely', 'it wouldn't be very difficult ...'</li> <li>persuasive definitions, e.g. 'no-one but a complete idiot ...', 'every right-thinking person would ...' 'the real truth is ...',</li> <li>rhetorical questions 'are we expected to ...?' 'where will future audiences come from?'</li> <li>deliberate ambiguities, e.g. 'probably the best ... in the world' 'known to cure all ...', 'the professionals' choice'</li> </ul>	<p>Children will :</p> <p>13 draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest</p> <p>14 write persuasively on an issue, setting out and justifying a personal view; use structures from reading to set out and link points, e.g. numbered lists, bullet points</p> <p>15 use a dictionary, thesaurus or other appropriate source in the construction of a persuasive argument</p>	
	<th data-bbox="1075 842 2029 925">PRESENTATION</th>	PRESENTATION
	<p>16 use a neat, joined and legible handwriting style, with increasing speed for all writing, including drafting</p> <p>17 use a range of ICT programs to draft and present texts</p> <p>18 make informed choices of electronic tools to use for different purposes</p>	

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know and understand the terms 'phrase' and 'clause'</li> <li>2. understand that a clause is a sentence</li> <li>3. investigate clauses through: <ul style="list-style-type: none"> <li>▪ identifying the main clause in a sentence</li> <li>▪ investigating sentences which contain more than one clause</li> <li>▪ understanding how clauses are connected (e.g. by combining three short sentences into one)</li> </ul> </li> <li>4. understand that clauses can be main and subordinate</li> <li>5. understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures</li> <li>6. know and understand the term 'preposition'</li> <li>7. identify a range of prepositions: <i>back, up, down, across, through, on</i>, etc.; experiment with substituting different prepositions and their effect on meaning</li> <li>8. understand the role of preposition in the construction of phrases, e.g. <i>in the morning; behind the shed; under the floorboards, etc.</i></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>9. know how to use a wider range of punctuation marks</li> <li>10. understand and use apostrophes for contraction and possession</li> <li>11. know and understand the work of a connective to link sentences within a paragraph and between paragraphs</li> </ol>



SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>investigate word patterns and generate spelling rules</li> <li>understand the effects on spelling and meaning when words are transformed, e.g. changing tenses: <i>-ed, -ing</i>; negation: <i>un-, im-, il-</i>; making comparatives: <i>-er, -est, -ish</i>; changing verbs to nouns, e.g. <i>-ion, -ism, -ology</i>; nouns to verbs: <i>-ise, -ify, -</i></li> <li>extend understanding of the meanings and spellings of words using prefixes, e.g. <i>in-, im-, ir-, il-, pro-, sus</i></li> <li>know and understand the spellings and meanings of connectives, e.g. <i>therefore, moreover, furthermore, etc.</i></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>explore the meanings and origins of everyday words such as <i>spaghetti, bungalow, boutique</i> which have been borrowed from other languages</li> <li>understand how words vary across dialects, e.g. <i>plimsolls, gutties, runners, pumps,</i></li> <li>understand how words can be formed from longer words, e.g. through the omission of letters - <i>o'clock, Hallowe'en</i>; through omission of prefixes - <i>(omni)bus, (tele)phone, (aero)plane</i>; through the use of acronyms - <i>radar, CD</i></li> <li>understand the variety of uses of dictionaries, thesauruses and digital sources: to explore spellings, meanings, derivations and origins of slang, idioms, clichés, contemporary usage and quotations</li> <li>compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms</li> </ol>

Talking for different audiences	Listening and responding	Group discussion and interaction	Drama
<p>Children will :</p> <ul style="list-style-type: none"> <li>• speak clearly and coherently to a wide range of audiences for a variety of purposes</li> <li>• recognise the need for Standard English and discuss the difference between Standard English and colloquial language</li> <li>• reflect upon and evaluate impact of discourse on audience</li> <li>• sustain purposeful conversation and reflect on participation and contributions</li> <li>• present a spoken argument, sequencing points logically and defending views with evidence</li> <li>• participate in whole class debate using the conventions and language of debate</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• know how appropriate questioning can extend and challenge thinking and understanding</li> <li>• analyse and evaluate how speakers present points effectively through use of language and gesture</li> <li>• identify the ways spoken language varies according to differences in context and purpose</li> <li>• listen for language variation between Standard and colloquial usage</li> <li>• learn from and build on own and others' ideas and experiences; value other people's ideas</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• understand the skills required to resolve conflicts through negotiation in order to reach agreement</li> <li>• understand and use a variety of ways to criticise constructively and respond to feedback</li> <li>• recognise and seize the social opportunities provided by structured group work to give and receive constructive feedback</li> <li>• recognise the value of working collaboratively and of helping others with their learning</li> </ul>	<p>Children will :</p> <ul style="list-style-type: none"> <li>• use improvisation to explore ideas, resolve problems</li> <li>• consider the impact of a live or recorded performance identifying how meaning, ideas and tension had been conveyed</li> <li>• devise a performance considering how to adapt the performance for a specific audience, making use of dramatic conventions, such as setting, lighting, costumes, props, sound, if possible</li> </ul>

**Fiction and Poetry:** **Range:** Classic fiction, poetry and drama, including, where appropriate, study of a Shakespeare play or extract, in print digital or film version.  
Adaptations of classics on film or television or in digital form.

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>begin to know and understand the differences in language conventions of print, film and digital texts by comparing and evaluating a novel or play e.g. the effects of sound, colour, moving image, framing, camera work</li> <li>understand what viewpoint is in a novel through: <ul style="list-style-type: none"> <li>identifying the narrator</li> <li>explaining how this influences the reader's view of events</li> <li>explaining how events might look from a different point of view</li> <li></li> </ul> </li> <li>be familiar with a range of established authors and poets, be able to articulate a personal response and respond to and build on the views of others</li> <li>know who Shakespeare was, some of the plays he wrote and his relevance for modern readers</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>construct a story using storyboarding either using an original story or own experience</li> <li>demonstrate an understanding of viewpoint in a story or novel through activities such as <i>role play, hot seating, conscience alley, thought tracking, etc.</i></li> <li>rewrite an incident from a story or novel from another character's point of view</li> <li>plan, draft and redraft pieces of creative writing, some of which may be presented for publication</li> <li>prepare a short section of story as a script, e.g. using stage directions, location/setting</li> <li>write own poems demonstrating an understanding as a form of writing; produce revised poems for reading aloud individually</li> </ol>

**Non-Fiction:**                      **Range:** Recounts in the form of autobiography and biography  
Moving and still image texts in film and digital form

READING	WRITING
<p>Children will :</p> <ol style="list-style-type: none"> <li>11. know and understand the term 'genre' in relation to non-fiction texts: recount, non-chronological reports, instructions, explanation, persuasion and discussion (genre is determined by purpose)</li> <li>12. know and understand the term 'form' in relation to non-fiction texts, e.g. letter, poster, recipe, editorial, newspaper article, moving image and digital text (form is determined by audience)</li> <li>13. distinguish between biography and autobiography: <ul style="list-style-type: none"> <li>• recognising the effect on the reader of the choice between first and third person</li> <li>• distinguishing between fact, opinion and fiction</li> <li>• distinguishing between implicit and explicit points of view and how these can differ</li> </ul> </li> <li>14. know the conventions and language of a moving/still image text, e.g. sound, lighting, framing, camera angles</li> <li>15. understand how the conventions of moving/still image texts are used to create meaning, e.g. television advertising, news bulletins, documentaries, etc.</li> </ol>	<p>Children will :</p> <ol style="list-style-type: none"> <li>16. develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through: <ul style="list-style-type: none"> <li>• preparing a CV</li> <li>• composing a biographical account based on research</li> <li>• describing a person from different perspectives</li> <li>• description, school report, newspaper obituary</li> </ul> </li> <li>17. use ICT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation</li> <li>18. represent understanding of text in a range of ways, including visual, oral, dramatic and digital, e.g. a labelled diagram, a travel brochure, a local news bulletin, digital presentation or web page</li> </ol>
	<p style="text-align: center;"><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>19. use a neat, joined and legible handwriting style, with increasing speed for all writing, including drafting</li> <li>20. use a range of ICT programs to draft and present texts</li> <li>21. make informed choices of electronic tools to use for different purposes</li> </ol>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>review understandings of the importance of word order and the work that words do in sentences <ul style="list-style-type: none"> <li>the work of nouns, verbs, adjectives, adverbs, pronouns and prepositions</li> <li>the conventions of standard English</li> <li>adapting texts for particular readers and purposes</li> </ul> </li> <li>know and understand the terms 'active' and 'passive' in relation to verbs</li> <li>know and understand the effects of active and passive verbs when making and deconstructing meaning in different types of texts, e.g. the passive voice is often used in non-fiction texts</li> <li>know how to transform a sentence from active to passive, and vice versa and understand the impact of the change</li> <li>note and discuss how changes from active to passive affect the word order and sense of a sentence, e.g. 'The factory created wealth for the community.' (active) 'Wealth was created for the community.' (passive) Consider how the passive voice can conceal the agent of a sentence as in the example above</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>investigate connecting words and phrases: <ul style="list-style-type: none"> <li>note examples from reading and thesauruses</li> <li>study how points are typically connected in non-fiction texts</li> <li>classify useful examples for different kinds of text - for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly...</i>); logic (<i>therefore, so, consequently</i>)</li> <li>identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>)</li> <li>understand the differences between the work of the conjunction and the connective</li> </ul> </li> <li>know and understand what a compound sentence is, i.e. two main clauses linked by a conjunction</li> <li>know and understand what a complex sentence is, i.e. a main clause and a subordinate clause or clauses</li> <li>explore how meaning is affected by the sequence and structure of clauses in sentences</li> </ol>

## YEAR 7 WHOLE YEAR

## WORD LEVEL WORK

PHONICS	SPELLING STRATEGIES
<p>Children will:</p> <ol style="list-style-type: none"> <li>hear, read and spell initial, final and medial sounds in words</li> <li>identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words</li> <li>identify, segment and blend syllables in words orally, in reading and in writing</li> <li>read and spell multi-syllable words with one letter one sound correspondence</li> <li>know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</li> <li>know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy</li> <li>identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>know and understand that the same spelling may be represented by more than one sound, e.g. <b>cow</b>, <b>blow</b></li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>transfer knowledge and understanding of graphemes taught when reading and writing</li> <li>identify mis-spelt words in own writing</li> <li>use <b>independent spelling strategies</b> including :-               <ul style="list-style-type: none"> <li>segmenting phonemes and representing in writing</li> <li>using visual skills e.g. checking critical features (i.e. does it look right, shape, length etc.)</li> <li>building other words with similar patterns and meanings, e.g. medical, medicine</li> <li>spelling by analogy with other known words, e.g. light, fright</li> <li>using word banks, dictionaries, etc.</li> <li>using 'look, say, cover, write, check' strategy</li> <li>experiment with ways of remembering irregular or unusual spellings through creating own mnemonics, word plays, jingles etc.</li> </ul> </li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. understand how knowledge of root words, prefixes and suffixes may act as a support for spelling, e.g. <i>aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex</i>;</li> <li>2. investigate meanings and spellings of connectives: <i>therefore, notwithstanding, furthermore, etc.</i>; link to sentence level work on connectives</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. understand how words and expressions have changed over time, e.g. old verb endings <i>-st</i> and <i>-th</i> and how some words have fallen out of use, e.g. <i>yonder, thither</i></li> <li>4. understand the relevance of the origins of proper names, e.g. place names such as <i>-borough</i> or <i>-chester</i>, surnames such as <i>Donaldson, O'Donnell</i> and <i>MacDonald</i>, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers</li> <li>5. understand how and why new words have been added to the language, e.g. <i>trainers, wheelie, mouse, blog</i></li> <li>6. understand that languages borrow words from other languages; identify some everyday words borrowed from other languages e.g. <i>spaghetti (Italian), boutique (French), ketchup (Chinese), movie (American), yoghurt (Turkish), juggernaut (Hindi)</i></li> </ol>

## YEAR 7 TERM 2 TEXT LEVEL: COMPREHENSION AND COMPOSITION

**Fiction and Poetry:** **Range:** Well known stories/novels from a range of genre, such as mystery, humour, sci-fi, historical, fantasy etc.  
Range of poetic forms, such as kennings, limericks, riddles, cinquain, tanka, free verse and nonsense verse.

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1 know and understand the differences between genre and form of text in fiction, e.g. a fantasy in the form of a novel or film</li> <li>2 know and be able to justify their favourite fiction genre and author(s)</li> <li>3 know and understand what structure is in a narrative, e.g. <ul style="list-style-type: none"> <li>• how chapters in a book (or paragraphs in a short story or chapter) are linked together;</li> <li>• how the passing of time is conveyed to the reader;</li> <li>• how characters and events are linked</li> </ul> </li> <li>4 understand how individual paragraphs are structured in order to appreciate how a key point such as an event, an attitude or a description has been constructed</li> <li>5 know and understand what form is in poetry, e.g. a kenning compared with a limerick</li> <li>6 recognise how poets manipulate words to create humour, sadness, pathos etc: <ul style="list-style-type: none"> <li>• for their quality of sound, e.g. rhythm, rhyme, assonance;</li> <li>• for their connotations;</li> <li>• for multiple layers of meaning, e.g. through figurative language, ambiguity</li> </ul> </li> <li>7 increase familiarity with significant poets and authors</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8 use different genres as models to write, using traditional or digital means: short extracts, sequels, additional episodes, alternative endings, using text sound or graphics</li> <li>9 write poetry in a range of forms</li> <li>10 study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this, on screen as appropriate and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing</li> <li>11 write a short summary crediting views expressed by using expressions such as 'The writer says that ....';</li> </ol>



**Non-Fiction:****Range:** Media and moving image texts

Discussion texts in the form of debates, editorials, texts presenting different points of view

READING	WRITING
<p>Children will:</p> <p>12 know that information is presented to audiences through a variety of media, e.g. newspapers, magazines, comics, radio, television, cinema</p> <p>13 understand how different media present information, ideas and events in different ways, e.g. compare accounts in different newspapers or with a television account</p> <p>14 read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books and on television and radio</p> <p>15 understand how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs etc can be used to support arguments; pre-empting or answering potential objections; appealing to the known views and feelings of the audience</p> <p>16 identify the features of balanced written arguments, e.g.</p> <ul style="list-style-type: none"> <li>• summarise different sides of an argument</li> <li>• clarify the strengths and weaknesses of different positions</li> <li>• signal personal opinion clearly</li> </ul>	<p>Children will:</p> <p>17 create a simple media text in order to present a point of view in the form of an advertisement, a newspaper article, a still image or moving image</p> <p>18 assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules</p> <p>19 write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> <li>• summarising fairly the competing views</li> <li>• analysing strengths and weaknesses of different positions</li> </ul>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. review their knowledge and understanding of the work that words do in sentences</li> <li>2. know and understand how writers create meaning through the construction of phrases and clauses within sentences, e.g. use of active and passive voice, compound and complex sentences</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. know and understand a wider range of punctuation marks: <ul style="list-style-type: none"> <li>▪ colon</li> <li>▪ semi-colon</li> <li>▪ parenthesis, e.g. commas, dashes or brackets</li> </ul> </li> <li>4. understand how to summarise meaning in note form by: <ul style="list-style-type: none"> <li>▪ deleting words</li> <li>▪ combining sentences</li> <li>▪ re-ordering them</li> <li>▪ presenting them in diagrammatic form</li> <li>▪ using bullet points</li> </ul> </li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. revise and consolidate work from previous terms with particular emphasis on: <ul style="list-style-type: none"> <li>• investigating and formulation of spelling rules</li> <li>• inventing and using mnemonics for irregular or difficult spellings</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>2. understand how meanings can be constructed in alternative ways, e.g. proverbs, similes, metaphors, idioms, clichés, slang</li> <li>3. understand that the meanings of words change over time, e.g. through investigating such words as nice, presently, without; - to investigate words which have developed additional meanings e.g. mobile, mouse etc.</li> <li>4. understand the meaning and use of connectives, particularly in non-fiction text types/genre, e.g. similarly, whereas, moreover, therefore</li> <li>5. invent and explore cryptic and coded definitions for words using words within words, play on words e.g. puns, rhymes, palindromes, anagrams, riddles etc. - use to make word games and puzzles e.g. crosswords, word games etc. for others to solve</li> </ol>

**Fiction and Poetry**      **Range:**      Comparison of work by significant children's author(s) and poet(s)

READING	WRITING
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know how to extend the range of their reading and continue to develop their own preferences</li> <li>2. read, explore, understand and make use of a wide range of traditional and digital texts</li> <li>3. reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading</li> <li>4. justify responses logically, by inference, deduction and/or reference to evidence within the text</li> <li>5. know and understand the meaning of the word 'style' in narrative and poetry by examining the style of a particular novelist or poet</li> <li>6. compare and contrast the work of a single writer</li> <li>7. look at similarities and contrasts in the work of different writers</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>8. use a variety of stylistic features to create mood and effect</li> <li>9. begin to formulate own personal style</li> <li>10. write a brief synopsis of a text, e.g. for back cover blurb</li> <li>11. write a brief review tailored for real audiences</li> <li>12. compare texts in writing, drawing out: <ul style="list-style-type: none"> <li>• different styles and preoccupations</li> <li>• strengths and weaknesses</li> <li>• different values and appeal to a reader</li> </ul> </li> <li>13. write a sequence of poems linked by theme or form, e.g. a haiku calendar</li> <li>14. write an extended story, worked on over time on a theme identified in reading</li> <li>15. use the skills of planning, revising and redrafting to improve writing, including that which they have composed digitally</li> </ol>

**YEAR 7 TERM 3 TEXT LEVEL: COMPREHENSION AND COMPOSITION**

**Non-fiction:**

**Range:** Media, still and moving image texts

Explanations and non-chronological reports from across the curriculum.

Reference texts, dictionaries, thesauruses, IT sources, digital texts.

READING	WRITING
<p>Children will:</p> <p>16. understand how to use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task, e.g. a classification system, a catalogue, list of contents, indices and the internet</p> <p>17. understanding the features of explanatory texts</p> <p>18. secure the skills of skimming, scanning and efficient reading so that research is fast and effective</p>	<p>Children will:</p> <p>19. write for a variety of purposes and audiences, selecting, planning and using appropriate genre and form</p> <p>20. create, organise, refine and present ideas using traditional and digital means, combining text, graphics or sound, e.g. a powerpoint presentation</p> <p>21. secure skills in :</p> <ul style="list-style-type: none"><li>○ spelling</li><li>○ punctuation</li><li>○ sentence extension and development</li><li>○ paragraphing/linking paragraphs</li><li>○ planning, drafting and redrafting</li></ul>

GRAMMATICAL AWARENESS	SENTENCE CONSTRUCTION AND PUNCTUATION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. know and understand how to identify and discuss grammatical features of different text types, e.g. past tense used in recounts, present tense in non-chronological reports</li> <li>2. know and understand when Standard English and dialect are appropriate and inappropriate, depending on audience, purpose and context</li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>3. understand how clauses can be manipulated to achieve different effects in complex sentences</li> <li>4. use punctuation to convey and clarify meaning in complex sentences</li> </ol>

SPELLING CONVENTIONS AND RULES	VOCABULARY EXTENSION
<p>Children will:</p> <ol style="list-style-type: none"> <li>1. revise and consolidate work from previous terms with particular emphasis on: <ul style="list-style-type: none"> <li>• investigating and formulation of spelling rules</li> <li>• inventing and using mnemonics for irregular or difficult spellings</li> </ul> </li> </ol>	<p>Children will:</p> <ol style="list-style-type: none"> <li>2. experiment with language, e.g. creating new words, similes and metaphors</li> <li>3. invent words using known roots, prefixes and suffixes, e.g. <i>vacca</i> + <i>phobe</i> = <i>someone who has a fear of cows</i></li> <li>4. know how to extend and vary vocabulary, e.g. by using word games such as puns, riddles, crosswords</li> </ol>

# APPENDIX

Planning	103-104
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## **LITERACY PLANNING**

Planning must take account of the essence of the Revised Curriculum to ensure a focus on the Learning Intentions in order to ensure that the appropriate Learning Experiences are rich and relevant. In order to achieve this, schools should have in place long and medium/short term planning. The examples provided below are based on the objectives described within the reviewed Primary Language Framework which is a development of the statutory minimum entitlement.

### **Long Term Planning**

Planning in the long term enables teachers to see the full extent of the programme required for their pupils across the key stage. Long term planning should be considered as a flexible outline which will be adjusted to meet the different needs and abilities of the pupils.

### **Short Term Planning**

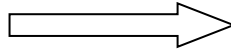
Short term planning is regarded as good professional practice. While it focuses attention on the delivery of the programme, it also allows for effective monitoring and evaluation of classroom practice.

An example is provided below of a proforma suitable for short term planning.

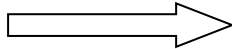
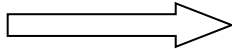
### Short Term Planning

Learning Intentions	Assessment Opportunities
Teaching Approaches/Strategies (talking, listening, modelled, shared, guided reading and writing)	Learning activities and experiences, including differentiation (individual, paired, small group)
Evaluation/Forward Planning	

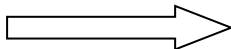
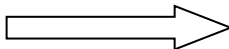
## OVERVIEW OF RANGE OF TEXTS: FICTION

YEAR GROUP	TERM ONE	TERM TWO	TERM THREE
PRIMARY ONE	Traditional tales Picture books	Stories with predictable structures and patterned language	
PRIMARY TWO	Stories with familiar settings Stories with predictable and repetitive patterns Picture books	Traditional stories Fairy stories Stories with familiar and patterned language Plays and picture books	Stories about fantasy worlds
PRIMARY THREE	Stories and picture books with familiar settings	Traditional stories Stories from other cultures Stories with predictable and patterned language Picture books	Extended stories Stories by significant children's authors and illustrators Different stories by the same author or illustrator
PRIMARY FOUR	Stories/plays with familiar settings	Myths, legends, fables, parables Traditional stories, stories with related themes	Adventure and mystery stories Stories by the same author
PRIMARY FIVE	Historical stories Playscripts	Stories/novels about imagined worlds such as sci-fi and fantasy	Stories that raise issues Stories by the same author
PRIMARY SIX	Novels and stories by significant children's authors; Playscripts	Traditional stories, myths, legends, fables from different cultures	Stories from a variety of cultures and traditions
PRIMARY SEVEN	Classic fiction and drama, including where appropriate a Shakespeare play or extract, in print or film. Adaptations of classics on film or television	Well-known stories/novels from a range of genre e.g. mystery, humour, sci-fi, historical, fantasy	Comparison of work by significant children's authors

## OVERVIEW OF RANGE OF TEXTS: POETRY

YEAR GROUP	TERM ONE	TERM TWO	TERM THREE
PRIMARY ONE	Range of traditional, nursery and modern rhymes, chants, action verses and poetry with predictable structures and patterned language		
PRIMARY TWO	Rhymes with predictable and repetitive patterns Nursery rhymes	Traditional Rhymes Poems with familiar and patterned language including playground chants, action verses and rhymes	Poems with patterned and predictable structures A variety of poems on similar themes
PRIMARY THREE	Poems with familiar settings linked to topics, e.g. families, school	Poems from other cultures Poems with predictable and patterned language Poems by significant children's poets	Texts with language play e.g. riddles, tongue-twisters Humorous verse
PRIMARY FOUR	Poems based on observation and the senses Shape poems	Oral and performance poetry from different cultures	Humorous poetry Poetry that plays with language, word puzzles, puns, riddles
PRIMARY FIVE	Poems based on common themes	Classic and modern poetry, including poems from different times	Poetry in different forms e.g. couplets, songs/jingles, rhyming forms and free verse
PRIMARY SIX	Poems by significant children's poets	Longer classic poetry, including narrative poetry	Poems from a variety of cultures and traditions Choral and performance poetry
PRIMARY SEVEN	Classic poetry.	Range of poetic forms, such as kennings, limericks, riddles, cinquain, tanka, acrostics, diamante poems, free verse and nonsense verse	Comparison of work by significant children's poets

## OVERVIEW OF RANGE OF TEXTS: NON-FICTION

YEAR GROUP	TERM ONE	TERM TWO	TERM THREE
PRIMARY ONE	Simple non-fiction texts, including recounts, captions, labels and signs, digital and moving image texts		
PRIMARY TWO	Signs, labels, captions, lists, instructions, digital and moving image texts	Information books, including non-chronological reports, simple dictionaries, digital and moving image texts	Information texts including recounts of observations, visits, events, digital and moving image texts
PRIMARY THREE	Instructions	Reference texts: Dictionaries, glossaries, indexes and other alphabetically ordered texts. Explanations	Information books including non-chronological reports
PRIMARY FOUR	Information books on topics of interest Non-chronological reports Dictionaries Thesauruses	Dictionaries without illustrations, Thesauruses	Letters written for a range of purposes: to recount, explain, congratulate, complain, etc. Alphabetic texts, dictionaries, encyclopaedias, indexes etc.
PRIMARY FIVE	Range of non-fiction texts Instructions	Information books on similar themes	Persuasive writing e.g. adverts, circulars, flyers Information books linked to other curricular areas
PRIMARY SIX	Recounts of events, activities, visits, observational records, news reports Instructional texts e.g. rules, recipes, directions, instructions	Non-chronological reports: to describe and classify Explanations: processes, systems, operations (cross-curricular)	Persuasive writing e.g. letters, leaflets to persuade, criticise, protest, support, objects, complain Reference texts: Dictionaries, thesauruses and ICT sources
PRIMARY SEVEN	Recounts Media and moving image texts	Media and moving image texts Discussion texts	Explanations linked to work from other subjects Reference texts, dictionaries, thesauruses, ICT sources Media, still and moving image text

## GENRE AND FORM

**Genre:** a category of a certain type of writing, such as horror, romance, science fiction, persuasion and so on; we find genre within fiction and non-fiction

**Form:** layout/ shape/ structure/ arrangement/ organisation of a text

<u>FORMS OF TEXT</u>	<u>FICTION GENRE</u>	<u>NON-FICTION GENRE</u>
DIAGRAM	ADVENTURE	RECOUNT
DIARY	FABLE	REPORT
DVD	FAIRY	INSTRUCTIONS
EMAIL	FANTASY	EXPLANATION
FAX	FOLK TALE	PERSUASION
FILM	HISTORICAL	DISCUSSION
LETTER	HORROR/GHOST	
LIST	LEGEND	
MAP	MYSTERY	
NEWSPAPER REPORT	MYTH	
PLAY	PARABLE	
POEM	ROMANCE	
POSTER	SCIENCE FICTION	
POWERPOINT		
SPEECH		
STORY		
TEXT MESSAGE		
WEB PAGE		

## **GROUPING STRATEGIES**

### **TALK PARTNERS**

Students are paired and given time for discussion, sharing, creating ideas or reflecting. The partners may be set up for several weeks in order to develop confidence and skills.

### **TWOS TO FOURS/THINK-PAIR-SHARE**

Students consider an issue individually, and then share with a partner. After the pairs have discussed the issues, they join another pair, share ideas and achieve a conclusion. This provides a valuable opportunity to respond and think in a supportive environment.

### **SNOWBALLING**

Students work in pairs. Then pairs join another pair to discuss findings. The small groups of four join another group to make a larger one, and so on. This approach is useful in the context of discussion of controversial issues upon which the class may find it difficult to reach consensus.

### **JIGSAW**

The aim here is to facilitate co-operative learning around a topic which has been divided into 3/4 areas. The class is organised into 'home' groups, usually of equal numbers. Each pupil in the group is given a number: 1, 2, 3, or 4. Each pupil with the same number is allocated the same area of the topic. The pupils re-form into 'expert' groups to pursue their discussions, reach agreement and finally report back to the 'home' group. This strategy allows everyone to play a key role in the work of the group.

### **RAINBOWING**

Each member of a group is given a number or a colour. When the group has completed its task, new groups are formed according to the colours or numbers to share and compare what they have done. This can be used to help clarify understandings, ask questions, respond to texts, redraft, pool ideas and construct stories together.

### **LISTENING TRIADS**

In groups of three, students take on different roles, e.g. talker, questioner, recorder. They may change roles as discussion proceeds.

### **BARRIER GAMES**

Barrier games focus on giving and receiving information. The speaker must give clear and precise instructions. The listener must seek clarity and gain relevant information. For example, the speaker describes an object which the listener must draw. One may give directions while the listener draws the route being described.

### **ENVOYING**

Rather than have everyone report back to the whole class, envying allows the communication of ideas and findings between groups. When each group has completed its discussions, it can send out a member of the group as an envoy to the next group. Envoys may also be used to collect information from other groups, to check something or to get suggestions from other groups.

## **DRAMA STRATEGIES**

### **HOT-SEATING**

Hot-seating allows the class to question a character closely. This involves the class in questioning someone in role as a character, fictional or historical, who sits in the 'hot-seat'.

### **FREEZE FRAME**

These are stage pictures or silent images of specific events within a narrative or drama. Freeze frames can be planned or improvised and enable close examination of an important moment. Students work as individuals or in small groups and use positioning or body shape to construct meaning. They can be used as a basis for thought tracking.

### **THOUGHT TRACKING**

Students, in role, are asked to say what they are thinking or feeling at a given moment in the drama. It allows the class to examine the private thoughts of characters at this stage. These thoughts may support or contrast with the actual words of the character. Students may stand around the character and say their thoughts or stand next to the frozen character.

### **CONSCIENCE ALLEY**

Students form two lines facing each other. A character moves down the alley and each student in turn voices the character's thoughts. This is a way of exploring a character's mind at a moment of decision-making or crisis. The student in role listens to his conscience before taking a decision.

### **FORUM THEATRE**

This is useful for looking at different points of view or for examining alternative ideas. A small group acts out a scene while the rest of the class observes. The class then work as directors of the group in role. They may ask them to act or speak in a different way, suggesting different motivations for characters. They may question characters in role or suggest other interpretations for events.

### **ROLE REVERSAL**

Students change roles with each other in order to experience an opposite viewpoint, eg. doctor and patient, parent and teacher, etc.

### **ROLE PLAY**

Students in role can explore meanings, share experiences and extend their ability to empathise with others.

### **TABLEAUX**

Students, in small groups or as individuals, plan and present a 'tableaux' or still image which represents in symbolic form the nature of a situation, relationship or incident. The form may be natural or stylised, for example, victory in battle, despair of lost love. Tableaux can be used to recreate incidents from well-known stories.



## Connectives – linking words or phrases within texts

### Temporal Connectives

- first (second, third, etc)
- when
- now
- at this point
- meanwhile
- after a while
- in the end
- before that
- finally
- next
- lastly
- at this moment
- next time
- at once
- afterwards
- on another occasion
- then
- here
- hitherto
- until then
- soon
- straightaway
- previously

### Causal-Conditional Connectives

- so
- consequently
- an effect of
- otherwise
- yet
- despite this
- all the same
- accordingly
- moreover
- then
- hence
- caused by
- in that case
- still
- however
- nevertheless
- so as
- an outcome of
- therefore
- because
- stemmed from
- as a consequence of
- though
- even though
- as a result of
- an upshot of
- under the circumstances

### Comparative Connectives

- however
- in spite of this
- whereas
- on the other hand
- in other respects
- nevertheless
- differs from
- on the contrary
- rather
- elsewhere
- instead
- on the other hand
- also
- in that respect
- alternatively

### Additional Connectives

- also
- furthermore
- moreover
- but
- besides
- in addition
- as well
- and
- not only
- while
- without
- besides
- additionally
- nor
- whereas
- neither

### Connectives which exemplify and show results

- for example
- including
- such as
- consequently
- for instance
- these include
- accordingly
- therefore
- for one thing
- as exemplified by
- as a result
- through

## Phonics Stages

### Stage 1 : One-Letter, One-Sound - CVC, VC words

- one letter to one sound correspondence
- sounds are the most common representations as in the following:
  - cat
  - dog
  - fun
  - him
  - set
  - yes

### Stage 2: More complex and longer words - VCC, CVCC, CCVC words

- one letter to one sound correspondence
- sounds are the most common representations as in stage 1

<b>VCC</b>	and	end	amp
<b>CVCC</b>	went	hand	help
<b>CCVC</b>	stop	trap	pram
<b>CCVCC</b>	print	tramp	

### Stage 3: Multi-syllable words - one-letter, one-sound

- one-sound to one letter correspondence
- sounds are the most common representations as in stage 1

kid/nap	kidnap
fan/ /tas/ /tic/	fantastic
At/lan/tic	Atlantic

### Stage 4: Sounds represented by more than one letter

- one sound can be represented by more than one letter

double letters, e.g.			
▪ /bb/	rabbit	▪ /ck/	back
▪ /dd/	add	▪ /ch/	chip
▪ /ff/	huff	▪ /sh/	shop
▪ /gg/	egg	▪ /th/	thin
▪ /ll/	bell	▪ /th/	then
▪ /ss/	mess	▪ /ng/	ring
▪ /tt/	attic	▪ /qu/	quiz
▪ /zz/	buzz		

- additional variations for 'c': cat, king, sack, school
- additional variations for 'w': which, wig,
- additional variations for 'sh': shop, sugar, machine

### Stage 5: Categorising sounds with orthographic diversity

- the same phoneme can be represented in more than one way and the same spelling may represent more than one sound (eg. tea, me, tree, happy)
- the same spelling may represent more than one sound (e.g. teach, bread)

'oa'	goat, toe, blow, soul, dough
'ow'	out, how, drought
'er'	collar, brother, bird, doctor, church, colour, metre
'ee'	me, speech, east, Pete, monkey, daddy, thief, ski, ceiling, petite
'ea'	shed, heavy, said
'ay'	day, wait, snake, they, break, eight, straight, vein, ballet
'oo'	do, zoo, full, you, glue, fruit, chew, shoe, could
'igh'	fight, bike, dry, find, tried, height
'oy'	boy, joint
'u-e'	tulip, flute, through, Europe, value
'aw'	was, saw, talk, brought, taught, August
'u'	up, touch, son, come
'i'	sit, build, crystal, pretty
'ar'	star, heart
'or'	for, ward
'air'	stair, wear, share, were, heir

'n'	neat, banner, know, gnome, pneumonia
'f'	fast, off, phone, tough
's'	sad, miss, mouse, scent, castle, city, force
'g'	gold, ghost, egg
'j'	jump, ledge, giant, large
'l'	like, mill, hospital, travel, pupil, symbol, careful
'r'	rich, write, rhino, marry
'm'	man, hammer, lamb, hymn
't'	table, letter, debt, pteradactyl
'd'	daisy, ladder, called
'sh'	ship, chef, sure
'ch'	chip, catch
'v'	vase, nerve
'w'	winter, wheel
'z'	zip, buzz, is, choose, xylophone, snooze

### Stage 6: Multi-syllable words with orthographic diversity

- common word endings
- impact of schwa vowels on pronunciation

Word endings, e.g. :

- -tion, -cian, -sion, -ssion
- -us, -ous
- -cious, -tious, -scious, -xious
- -ant, -ent, -ance, -ence

Schwa vowels, e.g. important, captain, baggage, button, marvel, garden, kitchen

## 100 High -Frequency Words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

# 100 High -Frequency Words correlated to Phonics Stages

Stage 1				
had not dad get got	big mum him but his can	a an as at	it of on up	if in is it's
Stage 2				
and	went	from	just	help
Stage 3				
Stage 4				
off will	then them	that this	with back	
Stage 5				
put to I no go see for now down look	too so do some come were there he she we	me be was you they all my her said have your	like when out what don't old I'm by time house day	made came here saw oh their could
Stage 6				
children	about	into	little	looked called asked
Tricky words				
the are	one	very	people	Mr Mrs

## Next 200 common words in order of frequency

This list is read down columns, i.e. in the list '**water**' is the most frequently used and '**grow**' is the least frequently used.

water	tree	head	green	most
away	magic	king	different	cold
good	shouted	town	let	park
want	us other	I've	girl	lived
over	food	around	which	birds
how	fox	every	inside	duck
did	through	garden	run	horse
man	way	fast	any	rabbit
going	been	only	under	white
where	stop	many	hat	coming
would	must	laughed	snow	he's
or	red	let's	air	river
took	door	much	trees	liked
school	right	suddenly	bad	giant
think	sea	told	tea	looks
home	these	another	top	use
who	began	great	eyes	along
didn't	boy	why	fell	plants
ran	animals	cried	friends	dragon
know	never	keep	box	pulled
bear	next	room	dark	we're
can't	first	last	grandad	fly
again	work	jumped	there's	grow
cat	lots	because	looking	
long	need	even	end	
things	that's	am	than	
new	baby	before	best	
after	fish	gran	better	
wanted	gave	clothes	hot	
eat	mouse	tell	sun	
everyone	something	key	across	
our	bed	fun	gone	
two	may	place	hard	
has	still	mother	floppy	
yes	found	sat	really	
play	live	boat	wind	
take	say	window	wish	
thought	soon	sleep	eggs	
dog	night	feet	once	
well	narrator	morning	please	
find	small	queen	thing	
more	car	each	stopped	
I'll	couldn't	book	ever	
round	three	its	miss	

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

## COMMONLY MISSPELT WORDS

absence	conceivable	frantically	optimistic	rhyme
accidentally	conferred	generally	paid	rhythm
accommodate	conscience	government	panicking	ridiculous
accumulate	conscientious	grammar	parallel	sacrifice
achievement	conscious	grandeur	paralysis	sacrilegious
acquaintance	control	grievous	paralyze	salary
acquire	controversial	height	particular	schedule
acquitted	controversy	heroes	pastime	seize
advice	criticize	hindrance	performance	sense
advise	deferred	hoping	permissible	separate
amateur	definitely	humorous	perseverance	separation
among	definition	hypocrisy	personal	sergeant
analysis	describe	hypocrite	personnel	severely
analyse	description	immediately	perspiration	shining
annual	desperate	incidentally	physical	similar
apartment	dictionary	incredible	picnicking	sincerely
apparatus	dining	independence	possession	specifically
apparent	disappearance	inevitable	possibility	specimen
appearance	disappoint	intellectual	possible	statue
arctic	disastrous	intelligence	practically	studying
arguing	discipline	interesting	precede	succeed
argument	dissatisfied	irresistible	precedence	succession
arithmetic	dormitory	knowledge	preference	surprise
ascend	effect	laboratory	preferred	technique
athletic	eighth	laid	prejudice	temperamental
attendance	eligible	led	preparation	tendency
balance	eliminate	lightning	prevalent	tragedy
battalion	embarrass	loneliness	principal	transferring
beginning	eminent	lose	principle	tries
belief	encouragement	losing	privilege	truly
believe	encouraging	maintenance	probably	tyranny
beneficial	environment	manoeuvre	procedure	unanimous
benefited	equipped	manufacture	proceed	undoubtedly
boundaries	especially	marriage	profession	unnecessary
Britain	exaggerate	mathematics	professor	until
business	excellence	maybe	prominent	usually
calendar	exhilarate	mere	pronunciation	village
candidate	existence	miniature	psychology	villain
category	existent	mischievous	pursue	weather
cemetery	experience	mysterious	quantity	weird
changeable	explanation	necessary	quizzes	whether
changing	familiar	ninety	recede	woman
choose	fascinate	noticeable	receive	women
chose	February	occasionally	receiving	writing
coming	fiery	occurred	recommend	
commission	foreign	occurrence	reference	
committee	formerly	omitted	referring	
comparative	forty	opinion	repetition	
compelled	fourth	opportunity	restaurant	

## GLOSSARY OF TERMS USED IN THE FRAMEWORK

### Acronym

A word or recognisable letter string made up from the initial letters of a phrase: *DARTs/Directed Activities Related to Texts*.

### Acrostic

A poetic form which is organised by the initial letters of a key word, either at the beginning of lines, or with lines arranged around them:

<i>Whistling wildly</i>	<i>Blowing</i>
<i>In a</i>	<i>rain</i>
<i>Northern</i>	<i>round</i>
<i>Direction</i>	<i>and round</i>

### Adjectives

A word or phrase which is added or linked to a noun to describe or modify it. It may come before or after the noun: the red dress/the dress was red. There are different sorts of adjective:

<b>Number</b>	<i>six, three, hundreds</i>
<b>Quantity</b>	<i>more, all, some, half, more than enough</i>
<b>Quality</b>	relates to colour, size, smell, etc: <i>lime green</i>
<b>Possessive</b>	<i>my, his, theirs, your</i>
<b>Interrogative</b>	<i>which, whose, what</i>
<b>Demonstrative</b>	<i>this, that, these, those</i>

Adjectives have different degrees of intensity:

<b>Nominative</b>	names the quality (tall)
<b>Comparative</b>	describes degrees of a quality: more/less + adjective or adjective + er ( <i>more tall - taller</i> ). This form should be used when comparing two examples: she is the taller of the two
<b>Superlative</b>	describes limit of a quality: most/least + adjective or adjective + -est ( <i>most tall - tallest</i> )

Many adjectives can be transformed into adverbs by addition of *-ly*: *true - truly; serious - seriously*

### Adverb

A word or phrase which describes or modifies a verb. Many adverbs have the suffix *-ly*: *happily, quickly, angrily*. There are some additional categories of adverb:

<b>Manner</b>	<i>happily, lazily, angrily, slowly, truthfully</i>
<b>Time</b>	<i>later, soon, now, hourly</i>
<b>Place</b>	<i>here, near, far, there</i>
<b>Degree</b>	modifies another adverb: <i>very, rather</i>

### Affix

A morpheme which is not in itself a word, but is attached to a word. See : **prefix, suffix**.

### Agreement

Or concord: linked words or phrases agree formally with each other in terms of case, number, gender and person. For instance, the plural forms need to agree - *The girls collected their work* - and words concerning time need to agree: *Yesterday we went for a walk*. Agreement needs to be



sustained through a text, unless there are reasons for not doing so. For example, there may be some shifts of tense in a text for effect to engage the reader. For example, a narrative written in the past tense may change to the present tense in a final passage about what the characters were doing at the time of writing; a description of a situation written in the present tense may move to implications, written in the future. There should be clear reasons for such a shift, and tense should be used consistently.

Agreement may be a problem for inexperienced writers, who begin writing in the third person and switch unintentionally to first person.

There may be cases, for instance when nouns are used in a phrase: *law and order*, when verbs may be either singular or plural.

#### **Alliteration**

A phrase where adjacent or closely connected words begin with the same phoneme: *one wet wellington; free phone; several silent, slithering snakes*.

#### **Ambiguity**

A phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships. For example, in the phrase: *'police shot man with knife'*, it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical. In poetry, ambiguity may extend meanings beyond the literal.

In the sentence: *'Walking dogs can be fun'* has two possible interpretations: *'it is fun to take dogs for walks'* or *'dogs which go walking are fun'*.

Ambiguity is often a source of humour. Ambiguity may be accidental or deliberate.

#### **Analogy**

Perception of similarity between two things; relating something known to something new. In spelling, using known spellings to spell unknown words: *night-knight-right-sight-light-fright*. In reading, using knowledge of words to attempt previously unseen words.

Emphasis on analogy encourages learners to generalise existing knowledge to new situations.

In their learning of grammar, pupils often apply **affixes** incorrectly by analogy: *goed, comed, mouses*.

Analogy may also be used in literature to draw a parallel between two situations, for example using animal behaviour to draw attention to human behaviour.

#### **Anecdote**

A brief written or spoken account of an amusing incident; often used to illustrate a point.

#### **Antonym**

A word with a meaning opposite to another, : *hot - cold, light - dark, light - heavy*. A word may have more than one word as an antonym: *cold - hot/warm; big - small/tiny/little/titchy*.

## Apostrophe (')

A punctuation mark indicating:

### Contraction

two words are shortened into one. An apostrophe is placed where letters have been dropped. The contraction is usually less formal than the full form. With the auxiliary verbs *to be* and *to have*, the contraction links subject and auxiliary verb: *it's*; *I'm*; *we've*.

This can sound like *of*: *should've*.

In negative forms, the verb is linked to *not*: *didn't*.

New nouns may be contracted. If the short form becomes more common, the apostrophe may be dropped: *'phone*. Also used with missing figures: *1997/'97*; *the '60s*.

### Possession

Originally, the possessive form was shown by a noun and the word *his*: *Andrew his bath*.

This became contracted; the apostrophe marks the missing *hi*.

The rule came to be applied to all possessives marked by *s*, except *its*.

With a single noun or collective noun, the apostrophe is added before the *s*: *the cat's tail*; *the girl's frock*; *child's book*; *children's work*; *the people's princess*.

When a plural is marked by *s*, the apostrophe is added after the *s*: *cats' tails*; *the girls' toilets*.

## Appendix

A section added to a document which offers non-essential or illustrative information.

## Article

A word linked to a noun (in English, occurring immediately before it). May be definite (*the*) or indefinite (*a*, *an*) article. Demonstrates whether the writer/speaker is referring to a particular individual, or is introducing a new one: *the man walked in/a man walked in*. In the first example, the writer refers to a character of whom the reader has some knowledge.

## Ascender

In written or typed script, many letters have the same height: *a*, *c*, *e*, *m*, *n*, *o*, *r*, *s*, *u*, *v*, *w*, *x*, *z*, (although in some scripts, *z* has a **descender**). Some letters have parts which extend beyond this: *b*, *d*, *f*, *h*, *i*, *k*, *l*, *t*: These parts are called **ascenders**.

## Assonance

Repetition of vowel sounds: *dream team*, *crying time*.

## Autobiography

A life-story of an individual written by that person. Generally written in the **first person**.

## Ballad

A poem or song which tells a story. Characterised by short, regular verses with a rhyme scheme.

## Bibliography

A list of texts provided for readers. The list may contain:

- a) texts consulted by a writer;
- b) texts written on a particular subject;
- c) texts written by a particular author.

<b>Biography</b>	A life-story of an individual written by another author. Generally written in the <b>third person</b> .				
<b>Blank verse</b>	Poetry written with rhythm and metre, but without rhyme. Especially linked with <b>iambic</b> pentameter (ten syllable line with unstressed/stressed syllable pattern) as in the work of Shakespeare.				
<b>Blend</b>	The process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, <b>st</b> , <b>str</b> , <b>nt</b> , <b>cl</b> .				
<b>Blurb</b>	Information about a book, designed to attract readers, usually printed on the back or inside flap of book jacket. Informs the prospective reader about genre, setting, etc.				
<b>Calligram</b>	A poem in which the calligraphy, the formation of the letters or the font selected, represents an aspect of the poem's subject, as in: thin, ancient, growth. A poem about fear might be written in shaky letters to represent trembling.				
<b>Chronological writing</b>	Writing organised in terms of sequences of events.				
<b>Cinquain</b>	A poem with a standard syllable pattern, like a haiku, invented by Adelaide Crapsey, an American poet. 5 lines and a total of 22 syllables in the sequence: 2, 4, 6, 8, 2.				
<b>Clause</b>	Distinct part of a sentence including a verb. There are different types: <table> <tr> <td><b>Main</b></td><td>the main part of the sentence. The main clause makes sense on its own: <u>I'll phone you</u> when I have some news.</td></tr> <tr> <td><b>Subordinate</b></td><td>this gives more information about the main clause. Does not make sense on its own. It may come after or before a main clause: <u>I'll phone you when I have some news</u>; <u>When I have some news</u> I'll phone you.</td></tr> </table> <p>Clauses can be abbreviated into <b>phrases</b> which do not have a verb: <u>When happy</u>, the children sing. See also: <b>sentence</b>, <b>compound</b>; <b>sentence</b>, <b>complex</b>.</p>	<b>Main</b>	the main part of the sentence. The main clause makes sense on its own: <u>I'll phone you</u> when I have some news.	<b>Subordinate</b>	this gives more information about the main clause. Does not make sense on its own. It may come after or before a main clause: <u>I'll phone you when I have some news</u> ; <u>When I have some news</u> I'll phone you.
<b>Main</b>	the main part of the sentence. The main clause makes sense on its own: <u>I'll phone you</u> when I have some news.				
<b>Subordinate</b>	this gives more information about the main clause. Does not make sense on its own. It may come after or before a main clause: <u>I'll phone you when I have some news</u> ; <u>When I have some news</u> I'll phone you.				
<b>Clerihew</b>	A four line comic verse with two rhyming <b>couplets</b> . Lines may be of any length. The first line is the name of the person about whom the rhyme is written: <p style="margin-left: 40px;">Jeremiah Smith is boring to be with The company he doth keep will send a person to sleep</p> <p>Named after its inventor E. Clerihew Bentley who died in 1956.</p>				
<b>Cliché</b>	An over-used phrase or opinion: <i>sick as a parrot</i> ; <i>her eyes shone like stars</i> ; <i>too many cooks spoil the broth</i> . May be <b>idiomatic</b> .				

<b>Cloze</b>	An exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, e.g. adjectives, conjunctions, or randomly (every nth word). Cloze procedure can be used to measure readability.	
<b>Colloquial</b>	Belonging to conversation/language used in familiar, informal contexts. Contrasted with formal or literary language.	
<b>Colon (:)</b>	A punctuation mark used to introduce: a list, a quotation or a second clause which expands or illustrates the first: <i>he was very cold: the temperature was below zero</i> . See also: <b>semi-colon</b> . Also used in numerical notation.	
<b>Comma (,)</b>	Punctuation mark marking the relationship between parts of a sentence, or used to separate items in a list.	
<b>Commentary</b>	A set of notes which explain, give further detail or information on a text. For example, a commentary may explain imagery in a poem or section of prose; alternatively, it may draw viewers' attention to particular aspects of a piece of film. The purpose of a commentary is to deepen <b>comprehension</b> .	
<b>Compound word</b>	A word made up of two other words: <i>football, headrest, broomstick</i> .	
<b>Comprehension</b>	The level of understanding of a text.	
	<b>Literal</b>	the reader has access to the surface details of the text, and can recall details which have been directly related.
	<b>Inferential</b>	The reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc. and from characters' behaviour and dialogue.
	<b>Evaluative</b>	The reader can offer an opinion on the effectiveness of the text for its purpose.
<b>Conditional</b>	A clause or sentence which expresses the idea that the occurrence of one thing depends upon another. Conditional forms use a range of connectives, such as <i>if, then</i> , and verb forms: <i>should, may</i> . I will tell him if I see him. Should it rain, we will buy new macs.	

**Conjunction** A word used to link **sentences** or **clauses** or to connect words within the same **phrase**, a type of connective.

There are different types:

<b>Cause</b>	because, therefore
<b>Opposition</b>	however, but
<b>Addition</b>	furthermore, additionally
<b>Time</b>	later, earlier

Choice of conjunction can affect meaning:

She was very happy, until John asked for help with his maths.

She was very happy, so John asked for help with his maths.

She was very happy, because John asked for help with his maths.

**Connective** Words and phrases used to link different parts of a text (clauses, sentences, paragraphs or chapters). Various kinds of words and phrases can function as connectives, for example:

<b>Conjunctions</b>	<i>and, but</i>
<b>Adverbs</b>	<i>finally</i>
Prepositional expressions	<i>he said he was too busy to attend: <u>in other words</u> he didn't want to</i>
<b>Pronouns</b>	<i>Where is <u>the boy</u> who looks after the sheep? <u>He's</u> under the haystack, fast asleep. Will you wake <u>him</u>? .....</i>

Connectives maintain the **cohesion** of a text in four basic ways:

<b>Addition</b>	<i>and, also, furthermore</i>
<b>Opposition</b>	<i>however, but, nevertheless</i>
<b>Cause</b>	<i>because, this means, it can be seen therefore...</i>
<b>Time</b>	<i>just then, almost immediately, as soon as possible</i>

Writers may choose to link sections of text in other ways, for example changing word order or using punctuation: he was very cold: the temperature was below zero.

**Contraction** Words which are shortened, or two words reduced into one: do not = don't; cannot = can't; should have = should've. See: apostrophe

Sentences may also be contracted by deleting non-essential information.  
There was an old brown dog sitting in the sunshine =  
The dog was sitting.

**Couplet** Two consecutive lines of poetry which are paired in length or rhyme.

<b>Cue</b>	A source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.
<b>Dash (-)</b>	A punctuation mark which may be used: <ul style="list-style-type: none"> <li>a) in pairs, to replace brackets/parentheses;</li> <li>b) singly to indicate an afterthought;</li> <li>c) to replace other punctuation marks in informal writing, as in letters to friends, postcards, notes.</li> </ul>
<b>Derivation</b>	Tracing the origin of a word or saying.
<b>Descender</b>	In written or typed script, many letters have the same height: a, c, e, m, n, o, r, s, u, v, w, x, z. Some letters have parts which extend below this: f, g, j, p, q, y. These parts are called descenders. In some fonts, z has a <b>descender</b> ).
<b>Dialect</b>	Regional variations of <b>grammar</b> and <b>vocabulary</b> in spoken language. Speakers and writers may move between dialects as appropriate for a situation or audience. Dialects, like standard English, change over time.
<b>Digraph</b>	Two letters representing one phoneme: <i>bath</i> ; <i>train</i> ; <i>ch/ur/ch</i> .
<b>Diminutive</b>	A term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word, - e.g. Tiny Tim, Little Dorrit, or may be created by the addition of a suffix to a name or noun: lamb <u>kin</u> , star <u>let</u> , majore <u>tte</u> .
<b>Discussion text</b>	A text (written or spoken) which presents all sides of an issue. A discussion text typically begins by outlining the issues before making points for and against. These points are backed up with evidence. It often concludes by stating an opinion in favour of one particular side, or by asking the reader/listener to decide. An example of a discussion text would be presenting arguments for and against school uniform, or for and against a new runaway at Manchester Airport.
<b>Double negative</b>	The use of two negative forms which effectively cancel each other out, as in: I never took nothing. Often used by children for emphasis.  It is acceptable to use a negative form with a word which has a negative prefix: he was not unattractive. The effect of a sentence like this may be compared with: he was attractive.
<b>Draft</b>	Preliminary written form of document; a text may develop through a number of drafts before reaching final draft stage, at which time it may be published.  The process of working on a document at the composition stage is called drafting.

<b>Edit</b>	To modify written work, either own or another's in preparation for publication. This process takes place after <b>drafting</b> (composition), revising (major restructuring) and before <b>proof-reading</b> (a final check for typographical, spelling errors, etc.) It involves checking of facts, minor improvements to style at sentence level, and checking for <b>accuracy</b> and <b>agreement</b> .
<b>Elegy</b>	A <b>poem</b> or song which is a lament, perhaps for someone or something which has died.
<b>Ellipsis (...)</b>	<p>This signifies a place where something has been omitted, or there is a pause or interruption. It is often marked by dots (...). These dots are also called ellipsis.</p> <p>Writers and speakers may use ellipsis for purposes of economy or style. For instance in the exchange: "<i>Where are you going?</i>" "<i>To town</i>", the second speaker has missed out "<i>I am going</i>". She/he assumes that the reader will understand the omission; this saves boring repetition.</p> <p>Ellipsis is found in writing: <i>While her parents were away she threw a party. The party of the year.</i> The writer assumes that the reader will understand that <i>it was</i> is operating in the second <b>sentence</b>.</p>
<b>Embedding</b>	<p>In language, placing a clause within a sentence rather than adding it on with a conjunction: for example:</p> <p><i>Margaret lives in Bicester. She is his younger sister.</i> becomes:  <i>Margaret, his younger sister, lives in Bicester.</i></p> <p>This has the effect of making the language more economical, and increasing cohesion.</p>
<b>Empathy</b>	Identifying with another: a character in a story, or an historical figure; the ability to see situations from the other's point of view. Literally 'feeling with' or 'feeling in'.
<b>Epic</b>	A poem or story relating the adventures of a heroic or legendary figure, often related to national identity, as Odysseus or Arthur.
<b>Epitaph</b>	Engraved wording on a tombstone. May be selected by the deceased or his/her family. Some will choose extracts from the Bible or from literature; others will compose their own epitaph.
<b>Etymology</b>	The study of the origin and history of words.
<b>Eulogy</b>	Writing or speech, the purpose of which is praise of a named person or thing. In America, this refers specifically to funeral oration.
<b>Exclamation mark</b>	Punctuation mark used at the end of a sentence to indicate great emotion, such as joy, anger, surprise, humour, pain, shock. Also used with interjections.

<b>Explanation text</b>	<p>Text written to explain a process or to answer a question. An explanation typically consists of a description of the phenomenon and an explanatory sequence. The writer may use <b>connectives</b> which reflect time (later) and cause and effect (<i>therefore, so</i>).</p> <p>There may be use of the <b>passive voice</b>. <i>Roman roads are considered to be a miracle of engineering.</i></p> <p>An example of an explanation would be a piece on why the Romans built roads, or how river valleys are formed.</p>
<b>Fable</b>	<p>A short story which is devised and written to convey a useful moral lesson. Animals are often used as characters, as in Aesop's Fables.</p> <p>See: <b>parable</b></p>
<b>Fact</b>	<p>Accepted, observable or demonstrable truth. What is accepted as truth may change over time, in the light of new evidence. Facts must be supported by evidence; if evidence is not available, they can only be given the status of opinion.</p> <p>Fiction texts often make use of factual information, as in the case of historical fiction, or fiction which includes information about science or art, etc. In these texts, it is important that writers research the appropriate subject.</p>
<b>Fairy tale</b>	<p>A story written for, or told to, children which includes elements of magic and magical folk, such as fairies, elves, goblins.</p>
<b>Fiction</b>	<p>Text which is invented by a writer or speaker. Characters, setting and events are created by the originator. In some cases, one of these elements may be factual: for example, the setting may be a named city or area; the text may be based on an historical event.</p>
<b>Figurative language</b>	<p>Use of metaphor or simile to create a particular impression or mood. A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army, such as <i>he was something of a loose cannon</i> (<b>metaphor</b>); <i>he rifled through the papers</i>; <i>his arm shot out</i>; <i>he marched into the room</i>; <i>he paraded his knowledge</i>. To link a character with a bird, she/he may use: <i>he flew down the stairs</i>; <i>they twittered to each other</i>; <i>he perched on his chair</i>; <i>his feathers were definitely ruffled</i>.</p>
<b>Flow chart</b>	<p>A diagrammatic representation of either:</p> <ul style="list-style-type: none"> <li>a) events in a story;</li> <li>b) a process;</li> <li>c) an activity.</li> </ul> <p>A flow chart illustrates sequences of events and explores possible consequences of decisions.</p>



<b>Footnote</b>	Additional information which is printed at the bottom of the page rather than in the main body of the text.
<b>Format</b>	The way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audiotape. May also relate to the structure of the text, for example, the use of headings and sub-headings, diagrams/photographs with captions.
<b>Free verse</b>	Poetry which is not constrained by patterns of rhyme or rhythm.
<b>Generic structure</b>	The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. See: <b>discussion text, explanation text, instruction text, narrative text, recount text, report text.</b>
<b>Genre</b>	<p>This term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or reader interest area - the types of books individuals particularly choose to read; adventure, romance, science fiction.</p> <p>Texts with these specific features - often related to story elements, patterns of language, structure, vocabulary - may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills.</p> <p>Texts may operate at different levels, and so represent more than one genre; some will be combinations, for example historical romance.</p>
<b>Glossary</b>	Part of a text, often an <b>appendix</b> , which defines terms the writer/editor considers may be unfamiliar to the intended audience.
<b>Grapheme</b>	Written representation of a sound; may consist of one or more letters.
<b>Grammar</b>	The conventions which govern the relationships between words in any language. Includes the study of word order and changes in words: use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication.
<b>Grammatical boundary</b>	The edge of a grammatical unit, e.g. a sentence, clause or a phrase, which is indicated by a punctuation mark such as a comma, full stop, colon, dash, hyphen.
<b>Guided reading</b>	A classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Guided reading sessions have a similar format:

- a) the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information;
- b) pupils read independently, problem-solving their way through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed. S/he then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter;
- c) the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

**Guided writing**

A classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

**Haiku**

Japanese form. The poem has three lines and 17 syllables in total in the pattern 5, 7, 5:

*Loving, faithful, fun  
Trusting and loyal and true  
Chocolate-brown Suki*

**Half-rhyme**

Words which almost rhyme: polish/relish; pun-man.

**Homograph**

Word with the same spelling as another, but different meaning: the calf was eating/my calf was aching; the North Pole/totem pole; he is a Pole. Pronunciation may be different: a lead pencil/the dog's lead; furniture polish/Polish people. A homonym.

**Homonym**

A word with the same spelling or pronunciation as another, but with different meaning or origin. May be a homograph or homophone.

**Homophone**

Words which sound the same but have different meaning or different spelling: read/reed; pair/pear; right/write/rite. A homonym.

**Hyphen (-)**

A punctuation mark which links two words or parts of words to:

- a) make a single word or expression: ear-ring; well-known. Particularly used where there are two similar sounds in the words: sword-dance; game-master; co-operate;
- b) join a prefix to a proper name, anti-Darwinian or another word where lack of a hyphen would make it into a different word: re-cover/recover; re-sign/resign;
- c) clarify meaning: twenty-odd guests/twenty odd guests;
- d) divide words at the end of a line of print. Rules for this are very complex!

A hyphen can also link two clauses, or a clause and a phrase. There is some variation in use of hyphens; the main point is to be consistent, and explain basic rules clearly.

<b>Idiom</b>	A phrase often used by a group of people which is not meant literally. Its meaning is understood by the people who use it, but cannot be inferred from knowledge of the individual words; <i>over the top, over the moon, under the weather, thick as two short planks</i> .
<b>Imagery</b>	Use of language to create a vivid sensory image - often visual. May include: <b>Vocabulary</b> choice of synonym, for example <i>sprinted/ran/raced</i> selection of adjectives and adverbs. <b>Simile</b> he ran like the wind. <b>Metaphor</b> his feet had wings. See: <b>figurative language</b>
<b>Imperative</b>	A sentence which constitutes a request for action. This may be a direct order, for example: <i>Get me a drink</i> . In a simple imperative, the verb is placed at the beginning of the sentence. In order to transform an imperative to a request, a word such as <i>please</i> is added. Some imperatives take less obvious forms, such as: <i>I'm really thirsty, Shall we have a drink?, I'd love a drink, is it coffee time yet? Whose round is it?</i> These may be classed as <b>rhetorical</b> forms.
<b>Inflection</b>	An affix which alters a word by changing the tense, number, etc.: <i>walk, walks, walked, walking, walker, walkers</i> .
<b>Information text</b>	Text written to inform. Examples include <b>explanation, report, procedure</b> or <b>recount</b> .
<b>Innovation on text</b>	A classroom strategy in which the teacher uses a familiar text as the model for a piece of new writing: <i>Georgina and the Dragon; The Very Hungry Kittens; Burglar Barry</i> .
<b>Instruction text</b>	Text written to help readers achieve certain goals. The text may consist of a statement of the intended outcome, the materials needed to achieve it and a sequence of actions in chronological order. Connectives will often be time-related; verbs may be imperative, and will often be placed at the beginning of sentences to form a series of commands. Examples of this type of text include recipes and instructions, etc.
<b>Interjection</b>	An <b>exclamation</b> uttered by a listener which interrupts the speaker. Marked in text by an <b>exclamation mark</b> .
<b>Internal rhyme</b>	Placement of rhyming words within a line of poetry: ' <i>Though the threat of snow was growing slowly...</i>
<b>Intonation</b>	The tone of voice selected by a speaker or reader to convey further information to the listener. Intonation adds to the actual words chosen by the speaker/writer. In the case of reading, different readers may use different intonation.
<b>Jargon</b>	Language used by a particular profession or interest group. May include vocabulary unfamiliar to those outside the group, sometimes deliberately.

<b>Jingle</b>	A short verse, or line used to attract attention and be memorable. May be based on <b>alliteration</b> or <b>rhyme</b> . Often associated with advertising.
<b>Kenning</b>	<p>A compound expression used in Old English and Norse Poetry, which named something without using its name, for example <i>mouse catcher</i> = <i>cat</i>. Anglo-Saxons often used kennings to name their swords: <i>death bringer</i>. A poem made of kennings would be a list of such expressions about one subject:</p> <p><i>MY DOG</i>  <i>Ankle biter</i>  <i>Bone cruncher</i>  <i>Night howler</i>  <i>Rabbit catcher</i>  <i>Fur pillow.</i></p>
<b>Legend</b>	<p>A traditional story about heroic characters such as King Arthur, which may be based on truth, but which has been embellished over the years.</p> <p>Also refers to the wording on maps and charts which explains the symbols used.</p>
<b>Letter string</b>	A group of letters which together represent a <b>phoneme</b> or <b>morpheme</b> .
<b>Limerick</b>	A five-line comic verse following the syllable pattern 8, 8, 6, 6, 8 with the rhyme scheme A, A, B, B, A Early Limericks, such as the nonsense verse of Edward Lear, repeat line 1 in line 5. However, recent verse does not always follow this model.
<b>Logograph</b>	<p>A symbol or character which represents a <b>morpheme</b> or word. A logographic system contrasts with an alphabetic-phonetic system, such as English, in which symbols relate to sounds rather than meaning.</p> <p>There are a number of logographs which would be instantly recognisable to those using alphabetic systems, for example £, &amp;, %. Logographs are also used to indicate position of toilets, restaurant facilities, telephones, filling stations, and so on.</p>
<b>Metalinguage</b>	The language we use when talking about language itself. It includes words like <i>sentence</i> , <i>noun</i> , <i>paragraph</i> , <i>preposition</i> . Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly written language.
<b>Metaphor</b>	Where the writer writes about something as if it was really something else. Fowler describes it as an 'imaginative substitution'. For example: <i>he is an ass</i> ; <i>love's meteor</i> . <i>A poisoned apple passed along from generation to generation</i> (McGough).
<b>Mnemonic</b>	<p>A device to aid memory, for instance to learn particular spelling patterns or spellings: <u>I</u> <u>G</u>o <u>H</u>ome <u>T</u>onight; There is <u>a</u> <u>r</u>at in separate.</p> <p>In literacy, this refers to demonstration of an aspect of reading or writing by</p>

an expert for learners. This would support direct instruction.

**Modelling**

**Monologue**

A text spoken by a lone speaker. In dramatic situations, this may be a 'one person show'; in other situations, it may refer to a speaker who monopolises the conversation.

**Morpheme**

The smallest unit of meaning. A word may consist of one morpheme (house), two morphemes (house/s; hous/ing) or three or more morphemes (house/keep/ing; un/happi/ness).

**Suffixes** and **prefixes** are morphemes.

**Myth**

An ancient traditional story of gods or heroes which addresses a problem or concern of human existence. May include an explanation of some fact or phenomenon.

**Narrative poem**

A poem which tells a story: 'Hiawatha', 'Charge of the Light Brigade'. Often a ballad.

**Narrative text**

Text which re-tells events, often in chronological sequence. May be purely fictional, or include some information. May be in prose or poetic form.

**Non-chronological writing**

Writing organised without reference to time sequence. Typically, writing organised by characteristics and attributes, for example, a report on a town might be organised into population, situation, facilities.

**Noun**

A noun is a word that names a thing or feeling. Nouns can be singular (only one) or plural (more than one).

There are four main types of nouns:

- |                   |  |
|-------------------|--|
| <b>Proper</b>     | a specifically named person or thing: <i>John London, France, April</i> . Proper nouns start with capital letters. |
| <b>Common</b>     | a non-specific reference to a thing: <i>man, dog, shop</i> .   |
| <b>Collective</b> | names a group of people or things: <i>army, flock, crowd, gaggle</i> . Treated as singular nouns.                  |
| <b>Abstract</b>   | Names a concept or idea: <i>love, justice, sympathy</i> .  |

**Obituary**

Public notice of the death of an individual. May include an account of the life of the person.

**Object**

The goal or recipient of an action in a sentence: *John kicked the ball*.

<b>Ode</b>	Lyric poem usually addressed to the subject, so written in the second person. There is no fixed rhyme or rhythm pattern. Language may be unusual, perhaps self-consciously 'poetic': <i>Thou still unravish'd bride of quietness.....</i> (Keats, 'On a Grecian Urn').
<b>Onomatopoeia</b>	Words which echo sounds associated with their meaning: <i>clang, hiss, crash, cuckoo</i> .
<b>Onset</b>	The onset of a word or syllable is the initial consonant or consonant cluster: <u>cl</u> ang; <u>tr</u> ike; <u>s</u> un. Some words or syllables have no onset: <i>or; use; out; aw/ful; in/side</i> . See: <b>rime</b> .
<b>Opinion</b>	A belief held by an individual or group of individuals for which there is insufficient evidence for it to be accepted as <b>fact</b> . May be presented as fact in writing.
<b>Palindrome</b>	A word or phrase which is the same when read left-right or right-left: <i>madam; mum; dad; eve; pup; Madam, I'm Adam</i> .
<b>Parable</b>	A short story told to illustrate a moral lesson or duty. Parables are often associated with the New Testament; however, many stories, including modern texts, may be classed as parables. See: <b>fable</b> .
<b>Paragraph</b>	<p>A section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.</p> <p>A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph.</p> <p>Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.</p>
<b>Parenthesis</b>	<p>A word or phrase inserted into a sentence to explain or elaborate. May be placed in brackets, or between hyphens or commas:</p> <p>Sam and Emma (his oldest children) will visit him; Margaret is generally happy - she sings in the mornings! - but responsibility weighs her down; she is, I believe, our best student.</p> <p>The term can also refer to the brackets themselves.</p>

<b>Parody</b>	A literary caricature: a version of a story or poem which emphasises particular aspects of language or form to humorous effect.
<b>Participle</b>	<p><b>Present participle</b> usually ends in <i>-ing</i>: she is <u>walking</u> home; Angela has been <u>working</u> all night; We will be <u>going</u> home</p> <p>Although it is called 'present' it can be used with any tense. Verbs using the present participle are said to be in the <b>continuous tense</b>: <i>I am walking; I was walking; I will be walking; I would have been walking.</i></p> <p>The present participle can also be used as an <b>adjective</b>: <i>the smiling child; the falling leaves.</i></p> <p><b>Past participle</b> usually ends in <i>-ed, -d, -t, -en, -n</i> and follows the words <i>has, have, had</i> or <i>was</i>: Marcella has <u>fallen</u> out of bed; Michael was <u>helped</u> by the teacher; Leo has <u>driven</u> home.</p>
<b>Passive voice</b>	<p>A sentence or phrase in which the subject is the person or thing acted upon by the verb, rather than the one who performs the action. The agent may be identified and preceded by <i>by</i>: <i>the decision was taken by the committee.</i> In other cases, the agent is not specified: <i>the decision was taken; war was declared.</i> Many active sentences have a passive equivalent: <i>the dog bit Ben = Ben was bitten by the dog; Team A defeated Team B = Team B was defeated by Team A.</i></p> <p>Passive forms occur most frequently in scientific reports, when use of passive form is standard: <i>acid was poured onto the metal and temperature readings taken.</i></p> <p>The passive form is sometimes used in formal writing: <i>it was agreed that; it is felt that.</i> It is generally more helpful to identify the agent - otherwise the writing may appear to lack impact, or to be based on assumption. However, writers may choose the passive form if they do not know, or do not wish to reveal, identity of the agent.</p>
<b>Person</b>	<p>A text may be written in</p> <p>The first person (I said... I am...)</p> <p>The second person (you said... you are...) or</p> <p>The third person (she said... they are...)</p> <p>Person is indicated by use of verbs and pronouns.</p> <p>The writer chooses according to her/his intention. Narratives are generally written in first or third person; the second person is used in procedural text, guidebooks etc. where the writer addresses the reader directly.</p>
<b>Personification</b>	A form of metaphor in which language relating to human action, motivation and emotion is used to refer to non-human agents or objects or abstract concepts: <i>the weather is smiling on us today; Love is blind.</i>

<b>Persuasive text</b>	Text which aims to persuade the reader. A persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation.  <b>Connectives</b> will be related to reasoning ( <i>therefore, however</i> ).  An example of such a text would be an essay on banning fox-hunting or recycling, or whether Roald Dahl was the greatest writer in English. Advertisements are forms of persuasive text. See also <b>discussion text</b> .
<b>Phoneme</b>	The smallest unit of sound in a word. There are approximately 44 phonemes in English. A phoneme may be represented by one, two, three or four letters: <u>to</u> , <u>shoe</u> , <u>through</u> .
<b>Phonological awareness</b>	Awareness of sounds within words - demonstrated for example in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.
<b>Phrase</b>	Two or more words which act as one unit.  <div> <div><b>Noun</b></div> <div><i>the dog; a black cat; her new red dress</i></div> </div> <div> <div><b>Verb</b></div> <div><i>he <u>ran slowly</u>, she <u>has been talking</u> for ages</i></div> </div> <div> <div><b>Adverbial</b></div> <div><i>expands the verb; answers the questions <i>How? When? Where?</i> I will be home <u>as soon as possible</u>. She lives <u>along the lane</u>.</i></div> </div> <div> <div><b>Adjectival</b></div> <div><i>a phrase used as an adjective: The girl <u>with the long hair</u> lives near us.</i></div> </div> <div> <div><b>Prepositional</b></div> <div><i>Explains the relationship between two nouns in a sentence; starts with a preposition: she is <u>in the garden</u>; The glass is <u>by the chair</u>.</i></div> </div>
<b>Plural</b>	Form of a verb, noun or pronoun which indicates that there are more than one: in English, plural nouns are generally created by inflection, adding -s or -es. There is a number of irregular forms (children, fish, women, mice). Pronouns and verbs should agree.  Collective nouns, which refer to groups of more than one thing, act as singular forms and take singular forms of pronouns and verbs.
<b>Poem</b>	A text which uses features such as rhythm, rhyme or syntax and vocabulary to convey ideas in an intense way. Poets may also use alliteration, figurative language and other techniques. Prose may sometimes be poetic in effect.



<b>Predicate</b>	That part of a sentence which is not the subject: <i>went to school in Michael went to school.</i>														
<b>Prefix</b>	A <b>morpheme</b> which can be added to the beginning of a word, to change its meaning: <i>in-finite; in-conclusive; in-edible.</i>														
<b>Preposition</b>	<p>A word describing the relationship between two nouns, pronouns, or a noun and a pronoun: <i>on, under, between, for.</i></p> <p>A preposition is often placed before the noun to which it relates:  <i>The cat sat <u>on</u> the mat; they dived <u>into</u> the water; we will talk <u>after</u> dinner.</i></p> <p>In traditional grammar, it was incorrect to place prepositions at the end of sentences or clauses; however, although this may seem inelegant, 'correct' placement of a preposition may seem unnatural:  <i>We still had enough on which to live/we will still had enough to live on; about what are you writing?/what are you writing about?; the grass was too wet to walk over;.... an imposition up with which I will not put (George Bernard Shaw).</i></p>														
<b>Procedural text</b>	A word used instead of a preceding noun or noun phrase to improve the writing by reducing repetition. <i>Peter is a good reader. Peter reads each day. Becomes Peter is a good reader. He reads each day.</i>														
<b>Pronouns</b>	<p>There are different types of pronouns:</p> <table> <tr> <td><b>Demonstrative</b></td><td>that, these, this, those</td></tr> <tr> <td><b>Indefinite</b></td><td>any, some, each, many, more, several</td></tr> <tr> <td><b>Interrogative</b></td><td>who, whose, which , what, whom</td></tr> <tr> <td><b>Personal</b></td><td>I, me, we, us, you, they, them</td></tr> <tr> <td><b>Reflexive</b></td><td>myself, yourself, himself, itself</td></tr> <tr> <td><b>Relative</b></td><td>who, whose, whom, which, what, that</td></tr> <tr> <td><b>Reciprocal</b></td><td>each other, one another</td></tr> </table>	<b>Demonstrative</b>	that, these, this, those	<b>Indefinite</b>	any, some, each, many, more, several	<b>Interrogative</b>	who, whose, which , what, whom	<b>Personal</b>	I, me, we, us, you, they, them	<b>Reflexive</b>	myself, yourself, himself, itself	<b>Relative</b>	who, whose, whom, which, what, that	<b>Reciprocal</b>	each other, one another
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<b>Reflexive</b>	myself, yourself, himself, itself														
<b>Relative</b>	who, whose, whom, which, what, that														
<b>Reciprocal</b>	each other, one another														
<b>Proof-read</b>	To check a piece of work thoroughly before final publication														
<b>Prose</b>	Written language which does not follow poetic or dramatic forms.														
<b>Proverb</b>	A saying, which may have changed little over time, which states a belief about the world: the early bird catches the worm; too many cooks spoil the broth; the grass is always greener on the other side.														
<b>Pun</b>	A play on words; use of words with similar sounds but different meaning to humorous effect. For example, grave has two possible meanings, which Shakespeare used in Romeo and Juliet. Mercutio's final words were: "ask for me tomorrow And you shall find me a grave man", red and read sound the same, so the book is never red/the book is never read; I'm on a seafood diet: I see food and I eat it. Puns are often used in newspaper headlines.														

<b>Punctuation</b>	<p>A way of marking written text to help readers' understanding. The most commonly used marks in English are: <b>apostrophe, capital letter, colon, commas, dash, ellipsis, exclamation mark, full stop, hyphen, question mark, semi-colon, speech mark.</b></p> <p>May also refer to ways of marking texts: use of italics, emboldened print, capitalisation, layout, etc.</p>
<b>Question mark(?)</b>	Punctuation mark used at the end of a sentence to denote a question.
<b>Rap</b>	A form of oral poetry which has a very strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures, has now been assimilated into other literary traditions. Rap is often used in modern music.
<b>Recount text</b>	A text written to retell for information or entertainment. A fictional narrative recount may begin with scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named.
<b>Reference text</b>	An information text organised in a clearly defined way, for example alphabetically, and used for study purposes.
<b>Renga</b>	A series of haiku, each linked to the next by two seven-syllable lines, sometimes written by different poets in turn, and forming a series of complete poems.
<b>Report text</b>	A non-chronological text written to describe or classify. The text often begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalised participants (people, cats, buildings). An example of this sort of text would include a report on dinosaurs or Roman housing, a guide-book or a description of a scene.
<b>Riddle</b>	A question or statement, sometimes in rhyme, which forms a puzzle to be solved by the reader/listener.
<b>Rhetorical expression</b>	An utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a listener who is unaware of the convention of the language; for example Do you know his name? Is a question which seems to require a yes/no response; in fact, the speaker is asking What is his name? Rhetorical expressions are often questions disguising imperatives: Would you like to get out your English books? Usually means: Get out your English books.

<b>Rhyme</b>	Words containing the same rime in their final syllable are said to rhyme: <i>acrobat</i> , <i>chat</i> ; <i>down</i> ; <i>clown</i> .
<b>Rime</b>	That part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: <i>at</i> in <i>cat</i> ; <i>orn</i> in <i>horn</i> ; <i>ow</i> in <i>cow</i> . Some words consist of rime only: <i>or</i> , <i>ate</i> ; <i>eel</i> . See: <b>onset</b> .
<b>Root word</b>	A word to which prefixes and suffixes may be added to make other words; for example in <i>unclear</i> , <i>clearly</i> , <i>cleared</i> , the root word is <i>clear</i> .
<b>Scan</b>	This word has two relevant meanings. a) to look over a text very quickly, trying to locate information by locating a key word; b) a line of poetry which conforms to the rhythm (metre) of the rest of the poem is said to scan.
<b>Segment</b>	To break a word or part of a word down into its component phonemes, for example: <i>c-a-t</i> ; <i>ch-a-t</i> ; <i>ch-ar-t</i> ; <i>g-r-ou-n-d</i> ; <i>s-k-i-n</i> .
<b>Semi-colon(:)</b>	A punctuation mark used to separate phrases or clauses in a sentence. It is stronger than a comma, but not as strong as a full stop. Semi-colons may be used more flexibly than colons. The semi-colon can be used to separate two clauses, when they are of equal weight; in these cases it acts as a connective: <i>I love Indian food; John prefers Chinese</i> .  It can also be used to separate items in a list, particularly if the items are phrases or clauses rather than words: <i>I need large, juicy Italian tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelli; a jar of black olives</i> .
<b>Sentence</b>	A sentence is a unit of written language which makes sense on its own. There are four types of sentence: <b>Declarative</b> <i>I am happy.</i> <b>Interrogative</b> <i>Are you happy?</i> <b>Imperative</b> <i>Cheer up!</i> <b>Exclamatory</b> <i>You look happy today!</i>  In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. Most sentences have a subject and predicate. However, sentences with different structures have come to be accepted in literature (see: <b>ellipsis</b> ).  Sentences may have a range of constructions: <b>Simple</b> sentences with only one <b>clause</b> : <i>Fluffy bit him</i> . <b>Compound</b> a sentence made up of simple sentences joined by <b>conjunctions</b> . Each sentence makes a clause, and the clauses are equal in weight. A compound sentence is easy to divide into short sentences: <i>Fluffy bit him and then she ran away</i> . <b>Complex</b> A sentence containing a <b>main clause</b> and <b>subordinate clause</b> or clauses: <i>Fluffy bit him because he pulled her tail again; Fluffy will bite him, if he pulls her tail again</i> .

<b>Shape poem</b>	A poem in which layout of the words reflects an aspect of the subject. There is a huge variety of shape poems. See: <b>calligrams</b>
<b>Shared reading</b>	In shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading - singly or chorally, and are later encouraged to re-read part or all of the text.
<b>Shared writing</b>	A classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.
<b>Simile</b>	The writer creates an image in readers' minds by comparing a subject to something else: as happy as a lark; as strong as an ox. Many similes are idiomatic: he smokes like a chimney.
<b>Singular</b>	A form of a noun, verb or pronoun which indicates that there is only one agent involved. In the case of nouns, this is usually the un-inflected form.
<b>Skim</b>	Read to get an initial overview of the subject matter and main ideas of a passage.
<b>Slang</b>	Words and phrases which are used in informal context, often linked with certain regions or used by people identifying with particular groups. May differentiate that group from others.
<b>Sonnet</b>	A poem of 14 lines. May follow any rhyme scheme. Two examples of rhyme schemes: a) Petrarchan rhyme: abbaabba followed by two or three other rhymes in remaining six lines; b) Elizabethan rhyme: abab cd cdefef gg
<b>Speech</b>	Direct: words actually spoken, not reported in the third person. In text this is indicated by the use of speech marks (inverted commas): "Be quiet!" I said.  <b>Indirect/reported:</b> the writer reports what has been said, but does not quote it. Inverted commas are not used: <i>I told him to be quiet.</i>
<b>Spelling log</b>	A personal, ongoing record of words which are being learnt. Pupils would decide, with the teacher's guidance, words to be learnt. These words would be kept in a folder so the pupil can work on them during the week with a partner or teacher, or at home. Once learnt, the words can be added to the pupils' record.

<b>Standard English</b>	The language of public communication, distinguished from other forms of English by its vocabulary, and by rules and conventions of grammar, spelling and punctuation. Contrasts with dialect, or archaic forms or those pertaining to other forms of English, such as American/Australian English. To communicate effectively in a range of situations – written and oral – language users need access to standard English as well as their own dialect, and other varieties, so they can select the most appropriate register.
<b>Stanza</b>	A verse or set of lines of poetry, the pattern of which is repeated throughout the poem.
<b>Story board</b>	A plan for a visual text (video, film etc.) which demonstrates the plot and critical events through a sequence of pictures. Children may do a story board after reading to demonstrate comprehension; story-boarding may also be used to plan a piece of writing.
<b>Subject</b>	The agent in a sentence. The subject is 'who' or 'what' the sentence is about. The verb relates to the subject: <i><u>John</u> collected Michael from school.</i>
<b>Suffix</b>	<p>A <b>morpheme</b> which is added to the end of a word. There are two main categories:</p> <p><b>Inflectional</b>:: changes the tense or status of the word: from present to past (<i><u>talk-ed</u></i>); from singular to plural (<i><u>clown-s</u></i>) and so on.</p> <p><b>Derivational</b>: changes the class of word: verb to noun (<i><u>walk-er</u></i>); noun to adjective (<i><u>logic-al</u></i>) and so on.</p>
<b>Syllable</b>	Each beat in a word is a syllable. Words with only one beat (cat, fright, jail) are called <u>monosyllabic</u> ; words with more than one beat (super, coward, superficiality) are <u>polysyllabic</u> .
<b>Synonym</b>	Words which have the same, or very similar, meaning: <i>wet/damp</i> . Avoids over-use of any word; adds variety.
<b>Synopsis</b>	A brief summary or outline of a paragraph, chapter or book.
<b>Syntax</b>	The grammatical relationship between words, phrases and clauses.
<b>Tanka</b>	<p>Japanese poem based on the <b>haiku</b> but with two additional lines giving a complete picture of an event or mood.</p> <p>Traditionally, when a member of the Japanese court wrote a haiku for a friend, the receiver would add two lines and return it, giving a total of five lines with 31 syllables in the pattern 5, 7, 5, 7, 7.</p>
<b>Tautology</b>	Use of an extra word in a phrase or sentence which unnecessarily repeats an idea: <i>this <u>annual</u> event is staged yearly, this unacceptably poor work is of a low standard.</i>

<b>Tense</b>	Tells us when something is happening:	
	<b>Past</b>	something has already happened: I walked home
	<b>Present</b>	something is happening now: I walk home
	<b>Future</b>	something that will or may happen: I will walk home
	<b>Continuous</b>	describes an ongoing activity. Defined by use of a present <b>participle</b> : I am walking home.
	See also: <b>verbs</b>	
<b>Text</b>	Language organised to communicate. Includes written, spoken and electronic forms.	
<b>Text type</b>	<p>This term describes texts which share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features - patterns of language, structure, vocabulary - which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.</p> <p>Texts may consist of mixed genres: for example, a guide-book may contain procedural text (the path or route) and report (information about exhibits).</p>	
<b>Theme</b>	The subject of a piece of writing. This may not be explicitly stated, but can be inferred by the reader. For example, many traditional stories have similar themes: the triumph of good over evil, cunning over strength, kindness over beauty.	
<b>Thesaurus</b>	A reference text which groups words by meaning. A thesaurus can help writers to select words, consider the full range of alternatives and vary words which are used frequently: <i>said, went, nice</i> .	
<b>Trigraph</b>	Three letters representing one phoneme: <i>high; fudge</i> .	
<b>Usage</b>	This refers to the way in which a word or grammatical structure is commonly used, which may not be strictly correct, but is so common as to be accepted. Many dictionaries give examples of usage.	
<b>Verb</b>	<p>Word/group of words which names an action or state of being. Verbs may be in different <b>tenses</b>:</p> <p><b>Past</b>                <i>I ate, I have eaten</i></p> <p><b>Present</b>          <i>I am eating, I eat, I do eat</i></p> <p><b>Future</b>           <i>I will eat, I will be eating</i></p> <p>Verbs can be expressed in the <b>first person</b> (I eat), the <b>second person</b> (you eat) or <b>third person</b> (she, he, it eats).</p> <p>Verbs can be active or passive:</p> <p><b>Active</b>            <i>The dog <u>bit</u> Ben.</i></p> <p><b>Passive</b>           <i>Ben <u>was bitten</u> by the dog.</i></p> <p><b>Auxiliary verb</b>   a verb which changes the voice or mood of another verb in a <b>verb phrase</b>. They are: <i>to be to have, to do, can, could, may, might, must, ought, shall, will, would, to need, to dare and used</i>. An auxiliary verb indicates things that might happen: <i>can/may</i>, etc. or tell us that things happen or happened: <i>have/did/was</i>.</p>	

The auxiliary verb takes a participle or infinitive to make a verb phrase:  
*We might go home later; we have been eating more fresh fruit.*

### **Voice**

This refers to how the writer develops the relationship between the subject of the writing and the actions.

Active voice the writer uses active verbs to make clear who carries out particular actions (I decided that...).

Passive voice the writer does not specify who carries out particular actions (it was decided that...). An active piece may be written in the first, second or third person.

The writer chooses which voice is more effective for a particular purpose.

Voice is particularly noticeable in use of verb forms and sentence structures.

See: passive voice, verb.

### **Writing frame**

A structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text-type.