

# Lancasterian Primary School

## English Policy



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4	April 2018	Governors	+2 years	April 2020

English is a fundamental life skill which develops a child's ability to listen, speak, read and write (and so communicate). At Lancasterian Primary School, we are committed to developing English skills in all of our children, in the belief that it will support their learning and raise standards across the curriculum.

In order to provide challenge for all of our pupils in relation to reading, we use Destination Reader to plan, resource and deliver effective reading lessons. These guidance materials allow teachers to extend children's learning and apply a wide range of skills and strategies for reading in a cross-curricular way.

We believe that children reach their potential when they learn in a creative, purposeful way. To this end, we are following a whole class teaching approach for reading developed in Hackney, which aims to help us to find the 'reader in the writer' by:

- raising both children's and teachers' levels of knowledge, pleasure and confidence in children's literature.
- developing a more in-depth approach to the use of literature in the primary curriculum.
- spreading best practice in the use of children's literature for reading, writing and speaking and listening, using creative and innovative teaching approaches.

At Lancasterian, each class bases its English teaching over a number of weeks on one quality core text, combining speaking and listening, drama, reading, and writing activities in a variety of genres. Teachers use the Pie Corbett model of the '3 I's' for writing quality texts (described in more detail later). These activities take place in the daily English lesson.

The following sections will show how these specific aspects of English are taught at Lancasterian, within the Destination Reader approach, Pie Corbett's '3 I's' and the daily English lesson. The needs of individual children and groups must be taken into consideration, and teachers must adapt their planning in order to ensure children make maximum progress.

### Speaking and Listening

Children learn to listen and speak long before they learn to read and write. The Rose review (March 2006) states that: "The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently."

At Lancasterian, the primary English skills of speaking and listening are the main focus of the Foundation Stage. Ofsted state that: "Obviously, attention to speaking and listening at the earliest stages is especially important for children who enter settings and schools with limited

language skills.” In our classrooms, speaking and listening teaching and learning is a main focus, providing the foundations for the teaching and learning of phonics.

We do not lose sight of the importance of these skills as children travel up the school. Being able to formulate ideas verbally first helps all children with the difficult process of writing. As part of the Pie Corbett ‘3 I’s’, children in all year groups will learn a variety of text genres off by heart, in order to develop the language of a writer. Drama has been found to be useful to support boys’ reading and writing (Barrs and Cork 2001- CLPE), including providing ‘first-hand’ experiences which they would otherwise be unaware of. Learning skills, such as speaking for persuasion or discussion, and being able to listen and respond in these situations, sets children up for life.

### Phonics (More detail in Phonics Policy)

Phonics is the gateway to reading and writing. Phonics teaching is the teaching of sounds (rather than letter names) and how these sounds (or ‘phonemes’) can be blended together to create words. The great majority of children will learn to read and write through phonics, and it is the way that we teach early reading and writing at Lancasterian.

At Lancasterian, phonics is taught discretely, based on the ‘Letters and Sounds’ document, from Nursery to year 2. In Nursery, Phase 1 is taught as an introduction to phonics. Children play games based on environmental sounds, alliteration and rhyme and this is the foundation to learning letter sounds. In Reception, year 1 and year 2, phonics is taught using a streamed approach by teachers and trained teaching assistants. It is “multi-sensory, in order to capture children’s interest, sustain motivation and reinforce learning” as suggested in the Rose Review 2006. Above year 2 some children may still benefit from phonics teaching to support their learning.

### Reading

As discussed above, early reading is taught through phonics, followed by decoding. Then as a child gets older they need to be taught the skills of comprehension. For example: A child may be able to read the words of a book perfectly, but not be able to tell you afterwards what happened, how a character felt, or what might happen next. These are comprehension skills. At Lancasterian, comprehension skills are taught through the Destination Reader approach in the daily English lesson, using seven reading strands which have sentence stems to aid discussions. The seven reading strands are: inferring, summarising, evaluation, making connections, clarifying, asking questions and predicting. See appendix D for examples of sentence stems. The children are also taught learning behaviours (Appendix D) in order to develop their cooperation and discussion skills with a partner. Each week the lessons focus on one of the seven reading strands and the lessons involve reading followed by discussion of the focus strand. For two days of the week children explore the focus strand using a whole class text and for another two days they use instructional level texts. On Fridays children usually complete a written comprehension. Through shared and modelled reading with the teacher, children are given the opportunity to access high quality challenging texts that they may not have otherwise chosen. They discover new favourite authors and develop new vocabulary.

At Lancasterian, we combine the teaching of reading, writing, spelling and grammar through daily English lessons which provide a meaningful context for learning and help to ensure that children make good progress in both reading and writing.

Research shows that greater parental involvement in children's learning positively affects the child's school performance, including higher academic achievement. (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) Over 60% of preschool children are read to every day by their parents, however, once children start school this number drops to 37% by age 7. At Lancasterian, we encourage parents to be involved in all aspects of their child's learning, including their reading. It is important for children to know that reading isn't something 'just for school'. From the Foundation Stage, children are sent home with a book and a reading record on a weekly basis to encourage parent/teacher communication. Children are encouraged to read to their parents (and vice versa) as often as possible. As children get older they are encouraged to take responsibility for their reading choices, and will hopefully have experienced so many types of quality texts that they will have developed preferences of their own. Each class has a weekly slot in the school library for children to choose books to read for pleasure.

Children will be assessed regularly using both formative and summative (tests) assessment. During their time in school, some children may find it difficult to make the progress in reading that is broadly in line with other children of their age. At Lancasterian, there are well established interventions (such as RWI, Project X and Beanstalk) in place to help to 'close the gap' for any children this may apply to.

### Writing

Our model for writing is based on Pie Corbett's '3 I's':

Establish context	Imitation - familiarisation	Innovation - adaptation	Invention - creation	Publishing/ performing
This will usually be a core text, but may be topic work or another context.	Oral learning Book talk Drama Read as a writer Planning - Box it up Create toolkits	Substitution Addition Alteration Change of viewpoint Planning - Box it up	Write own text based on previous stages. Should include editing and improving at various stages.	Give children this purpose for writing at the beginning.

At Lancasterian, purpose for writing is given a real emphasis, which starts in the foundation stage where children are encouraged to write in a role play area, continuing through the school with book-making etc... At least two pieces of writing every half term is taught using the full Pie Corbett approach (long write), while other pieces of writing may use aspects. See appendix B for fuller description of the approach as followed at Lancasterian.

The genres covered during a child's time in primary school are, broadly:

Fiction: general story writing, myths and legends, traditional tales, playscripts and poetry.

Non-fiction: instructions, letters, explanations, persuasive writing, recounts, non-chronological reports, newspaper articles, and discussion writing.

Many of these genres are covered more than once, in different ways and at different depths. See appendix C for the overview of English in each year group, including the 'non-negotiables'. At Lancasterian SPAG is embedded within the teaching of writing. See Appendix D for SPAG progression which will support teachers when teaching the different genres. In addition, all of these genres of writing are covered in a topic-type way using high quality core texts. For example, a half term spent reading the picture book 'Fly Eagle Fly', leads to writing information texts about eagles, illustrated narrative setting descriptions, and haiku and calligram eagle poetry. Cross-curricular work, such as topic, is an excellent way to teach English skills as a fundamental life skill, and any opportunity to follow up on English teaching in other subjects should be taken. Once every half term, it is expected that a quality piece of writing should be produced in topic, based on learning already covered in English lessons.

After children have learned to write words through phonics teaching, they are then encouraged to develop their English skills through the teaching of SPAG: Spelling, Punctuation and Grammar. In order to help children's writing to improve, we try to incorporate these into lessons 'little and often', such as mental oral starters, partner talk games, editing targets, plenaries and TA led intervention groups. Discrete lessons in these areas will be taught if and when necessary, and then they should still be made relevant and linked to relevant experiences.

At Lancasterian, children are assessed regularly in their writing through teacher assessment. At least 2 pieces every half term should be teacher assessed. Teachers keep a written record of children's progress and attainment in writing according to the appropriate 'I can' statements using the APP file.

### Spelling

In the Foundation stage, year 1 and year 2, spelling rules are mainly taught through phonics sessions, and these words along with the most common sight words may be sent home with older children and learned for a weekly spelling test. In the rest of the school, children are given spellings to learn based on the spelling objectives from the National Curriculum. These spellings should follow a rule, and children should be taught the rule, not just individual spellings. To this end, it is good practise during the weekly spelling test to include one or two 'unseen' spellings that follow the same rule.

At Lancasterian we have bought a school spelling scheme called JMB Primary Spelling Scheme of Work which is an online resource that can be used throughout the school as a modelling and teaching tool.

### Handwriting

Children at Lancasterian Primary school are taught to form cursive letters correctly in Nursery and Reception. This is taught through a range of play based activities and fine-motor skills sessions.

If the children have reached the expected standard of letter formation, they will begin to learn continuous cursive joins in Year One. This is consolidated and developed throughout the rest of

their school journey, with each year group focussing on the specific age related expectations in handwriting.

At Lancasterian we use [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk) which is an online resource that can be used throughout the school as a modelling and teaching tool.

Handwriting is taught once a week at Lancasterian. It consists of a short introduction where the teacher introduces that day's objective and models the letters/joins to be practiced, the main part of the lesson where the children practice their handwriting and the teacher helps as necessary, and the plenary to consolidate learning.

The handwriting produced in these lessons is recorded in the children's English books.

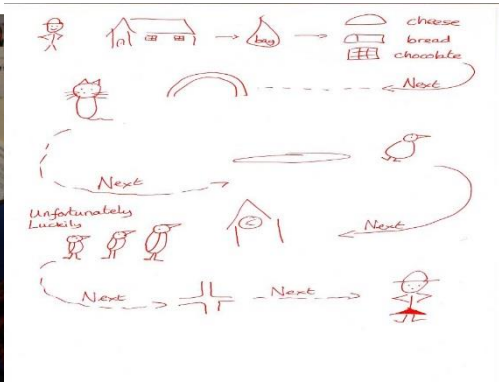
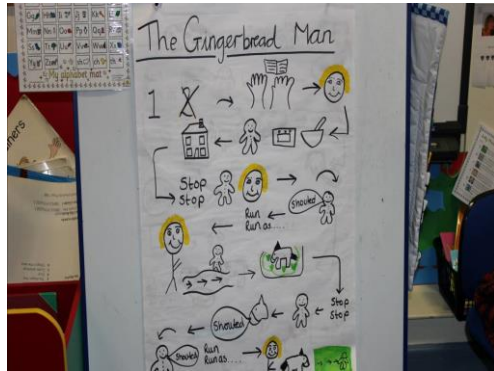
## Appendix A - Pie Corbett's Talk for Writing

**Establish context – for example: Core text/topic**

## IMITATION – familiarisation

Begin with exciting, creative context.

Oral learning of a text.



## Read as a Reader –

- Book talk
- Drama
- Art



### Read as a Writer –

- Box it up (structure of the text)

[illegible]

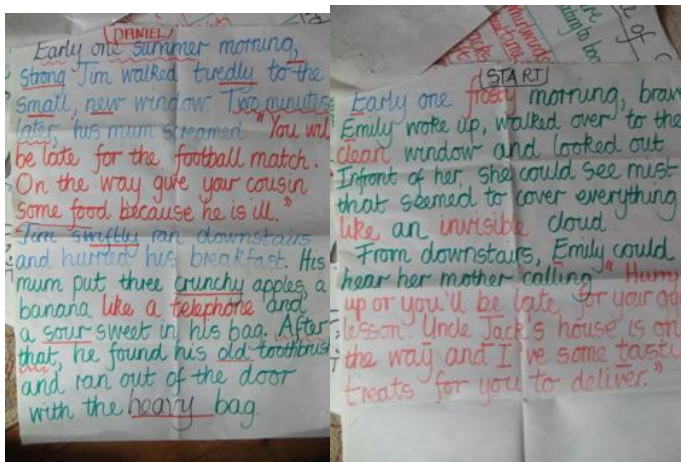
- Create toolkits (features of the text)

## INNOVATION – adapting a well-known text.

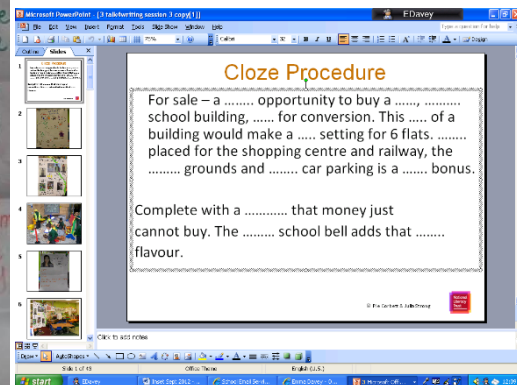
- Substitution



- Addition
- Alteration



- Change of viewpoint



Either 'hug' closely or 'use toolkits'.

### BOXING UP A Warning Story.

Main characters are given a warning	Jack and Jim were warned not to go near Hanger bridge. (It would only take a car slipping on the ice to make it collapse)
Main characters ignore warning <i>Why? Because Mum worries too much and it's a place to talk around</i>	Jack and Jim go straight to Hanger bridge. They hadn't been told their mum that there was an old abandoned truck on the river bank. After school
Main characters find themselves facing danger	It begins to snow, they make the truck cozy, the truck begins to slip as the mud gets slippery. - realise ... They realise the grinding sound is the truck slipping start to panic and try getting out. Suddenly...
Main characters in middle of dangerous situation	A car crosses the bridge but loses control and crashes into the bridge and it begins to collapse on top of the truck which the boys are in.
Danger passes - main characters OK	When the bridge fell down the door had flown open but the only reason they hadn't been squished alive was because of the army trucks strong roof. They are laughing with relief.
Main Characters return home - reminded of warning.	They ran home just before it turned dark. Mum went ballistic when they got home. Told them we had played a game of football but we slipped around alot.

😊 Just a little more detail added in places.

Use drama, images, etc to provide a context.

Daily feedback and sharing of quality examples.

**INVENTION – creating your own new text**

Set clear targets with examples.

Same text type and focus, e.g. warning story with suspense, non-chronological report about an animal.

Use focussed teaching and feedback.

Use drama, images, video, first-hand experience, location, quality reading, etc. to provide context.

Underpinned by daily spelling, sentence and creative games.

**Perform/publish – purpose for writing**

In summary:

1. Imitation – experiencing and learning a text orally.
2. Innovation – adapting the text to create something new.
3. Invention – drawing on the internal bank of texts to make up something totally new.

There are only two things that I have come across in the last 35 years that have a dramatic effect on progress. The first is when teachers discover how to teach phonics effectively, as this liberates writing. The second is the process of “storymaking” which involves moving from telling into writing, using shared writing. My experience is that most teachers do not use shared writing and therefore do not teach writing.



## Appendix B – Genre Coverage

### Year 1

Core Text					
Genres (indicate with X)					
Narrative:		Non-fiction:		Poetry:	
Different cultures		Labels,lists and captions (topic work)		Poems on a theme	
Familiar settings		Instructions		Poems using the senses	
Traditional tales		Recount		Pattern and rhyme	
Fantasy worlds		Information			
Outcomes					
By the end of week one the children will have...					
By the end of week two the children will have...					
By the end of week three the children will have...					

### Year 2

Core Text					
Genres (indicate with X)					
Narrative:		Non-fiction:		Poetry:	
Familiar settings		Explanation		Silly stuff	
Different stories by the same author		Instructions (real life and topic work)		Poems using the senses	
Traditional tales		Non-chronological report			
Significant Authors					
Outcomes					
By the end of week one the children will have...					
By the end of week two the children will have...					
By the end of week three the children will have...					

### Year 3

Core Text					
Genres (indicate with X)					
Narrative:		Non-fiction:		Poetry:	
Stories with familiar settings		Instructions		Haikus and calligrams	
Myths and legends		Non-chronological report		Performance poetry	
Adventure and mystery		Persuasion			
Significant Authors		Letter to an author			
Dialogue and plays		Recount			
Outcomes					
By the end of week one the children will have...					
By the end of week two the children will have...					
By the end of week three the children will have...					

### Year 4

Core Text						
Genres (indicate with X)						
Narrative:		Non-fiction:			Poetry:	
Stories with historical settings		Explanation		Creating images		
Stories from other cultures		Persuasion		Repetition/simile poem		
Stories which raise issues/dilemmas		Information				
Playscripts		Newspaper report				
Outcomes						
By the end of week one the children will have...						
By the end of week two the children will have...						
By the end of week three the children will have...						

## Year 5

Core Text					
Genres (indicate with X)					
Narrative:		Non-fiction:		Poetry:	
Stories by significant authors		Recount		Poetic style	
Traditional stories, myths and legends		Persuasion			
Stories from other cultures		Discussion			
Older literature					
Film narrative					
Dramatic conventions					
Outcomes					
By the end of week one the children will have...					
By the end of week two the children will have...					
By the end of week three the children will have...					

## Year 6

Core Text						
Genres (indicate with X)						
Should be revision of genres children have covered before, apart from below genres which are new in year 6.						
Narrative:		Non-fiction:			Poetry:	
Stories with flashbacks		Biography and Auto-biography		The power of imagery, longer poems		
Modern texts		Journalistic writing				
Literary heritage		Argument				
Authors and texts						
Outcomes						
By the end of week one the children will have...						
By the end of week two the children will have...						
By the end of week three the						

children will have...	
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## **Appendix C – SPAG Progression**

NB. Blue – Previously covered, may need consolidating

Black – New concept

### **Fiction**

Year 1

Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use
<u>Prepositions</u>  Inside Outside Towards Across Under Up Down In Into Out To Onto  Adjectives to describe: 'The scary, old woman.'  Alliteration  Similes using 'like', such as 'Red like a tomato'  Similes using 'as', such as 'As hot as the sun'.	(Conjunctions when they join two clauses into one sentence) And But Or So If As  Because  <u>Time connectives</u>  First Then Next Finally Now As soon as That moment After that When Until While	<u><b>Time openers (When)</b></u>  Once upon a time Early one morning Next morning One day Happily ever after In the end  <u><b>Adverb 'ly' openers (How)</b></u>  Suddenly	Finger spaces Full stops Capital letters  Question marks Exclamation marks  Capital letters for names and personal pronoun I.	Simple and compound sentences  Repetition for rhythm, such as 'He walked and he walked'  Repetition for description, such as 'A lean cat, a mean cat'.  Adverbs such as 'silently', 'slowly'.  Long and short sentences for effect, such as 'Bang!' 'Oops.'  Simple noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.'	Letter Word Sentence Fiction  Rhyme Repeat  Capital letter Full stop Question mark Exclamation mark  Time openers

## Year 2

Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use
<u>Prepositions</u>  Behind Above Along Before Between After  Adjectives to describe: 'The scary, old woman.'  Alliteration  Similes using 'like' and 'as'.  Powerful verbs instead of 'said', 'went', 'saw'.  Range of adverbs	<u>(Conjunctions when they join two clauses into one sentence)</u> And But Or So If As  Because  <u>Time connectives</u>  First Then Next Finally Now As soon as That moment After that When Until While Before Immediately After a while Eventually	<u>Fronted adverbials:</u>  <u>Time openers (When)</u> Once upon a time Early one morning Next morning One day Happily ever after In the end A few days later  <u>Preposition openers (Where)</u> Across the road Over the hill  <u>Adverb 'ly' openers (How)</u> Suddenly Greater variety of how openers, especially for emotional description, such as 'Bravely', 'Carefully'.	Full stops Capital letters  Question marks Exclamation marks  Capital letters for names and personal pronoun I.  Commas in lists Commas after openers Speech marks  Apostrophe for contractions: isn't, couldn't, I'll etc...	Simple and compound sentences  Statements, questions, commands, exclamations.  Repetition for rhythm, such as 'He walked and he walked'  Repetition for description, such as 'A lean cat, a mean cat'.  Adverbs such as 'silently', 'slowly'. Greater variety of adverb openers, especially for emotional description, such as 'Bravely', 'Carefully'.  Adverbial phrases (where, when or how)  Long and short sentences for effect, such as 'Bang!' 'Oops.'  Simple noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.' Expanded noun phrases, such as 'plenty of' 'lots of'.  Sentence of 3 for description,	Vocabulary Connectives Openers Punctuation  Noun Adjective Verb Adverb  Fiction  Rhyme Repetition  Capital letter Full stop Question mark Exclamation mark Apostrophe  Statements, questions, commands, exclamations.  Time openers Tense  Simile  Comma Speech marks  Compound sentence Simple sentence

				such as 'He wore old shoes, a dark cloak and a red hat.	
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## Year 3

Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use
<p><u>Prepositions</u></p> <p>Next to By the side of In front of During Through Throughout</p> <p>Adjectives to describe: 'The scary, old woman.'</p> <p>Alliteration</p> <p>Similes using 'like' and 'as'.</p> <p>Powerful verbs instead of 'said', 'went', 'saw'.</p> <p>Range of adverbs</p> <p>Powerful nouns: eg 'feline', 'siamese', 'tabby' instead of 'cat'. Simple pronouns used cohesively.</p>	<p>(Conjunctions when they join two clauses into one sentence) But Or So If As Because However Even though Although Also As well Therefore</p> <p><u>Time connectives</u></p> <p>First Then Next Finally Now As soon as That moment After that When Until While Before Immediately After a while Eventually</p>	<p><u>Fronted adverbials:</u></p> <p><u>Time openers (When)</u> Once upon a time Early one morning Next morning One day Happily ever after In the end A few days later At the stroke of midnight</p> <p><u>Preposition openers (Where)</u> Across the road Over the hill Extended further with adjectives: 'Across the gridlocked road' 'Over the steep hill'</p> <p><u>Adverb 'ly' openers (How)</u> Greater variety of how openers, especially for emotional description, such as 'Bravely', 'Carefully'. More powerful adverb openers, such as 'Speedily', 'Cheerfully'.</p> <p><u>Verb openers:</u> -ing, such as 'grinning', 'panicking'.</p>	<p>Full stops Capital letters Capital letters for all proper nouns</p> <p>Question marks Exclamation marks Ellipses</p> <p>Commas in lists Commas after openers Speech marks and commas in lists with accuracy.</p> <p>Apostrophe for contractions: isn't, couldn't, I'll etc...</p>	<p>Simple, compound and complex sentences</p> <p>Statements, questions, commands, exclamations.</p> <p>Repetition for rhythm, such as 'He walked and he walked'</p> <p>Repetition for description, such as 'A lean cat, a mean cat'. Repetition for effect.</p> <p>Greater variety of adverb openers.</p> <p>Adverbial phrases (where, when or how) including as openers</p> <p>Long and short sentences for effect, such as 'Bang!' 'Oops.'</p> <p>Noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.'</p> <p>Sentence of 3 for description, such as 'He wore old shoes, a dark cloak and a red hat.'</p> <p>Verb clauses as openers:</p>	<p>Vocabulary Connectives (and conjunctions) Openers Punctuation</p> <p>Noun Proper noun Adjective Verb Adverb Prepositions Pronoun</p> <p>Rhyme Repetition Alliteration</p> <p>Simile</p> <p>Question mark Exclamation mark Comma Speech marks (and with term inverted commas) Apostrophe Contraction Ellipses</p> <p>Statements, questions, commands, exclamations.</p> <p>Tense</p>



	Whenever Meanwhile			<p>'Grinning, he slipped the treasure into his bag.'</p> <p>Dialogue with a powerful speech verb, '"Hello", she whispered.'</p>	<p>Compound sentence</p> <p>Simple sentence</p> <p>Complex sentence</p> <p>Adverbial phrase</p> <p>Dialogue</p>
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## Year 4

Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use
<p>Adjectives to describe: 'The scary, old woman.'</p> <p>Alliteration</p> <p>Similes using 'like' and 'as'.</p> <p>Powerful verbs instead of 'said', 'went', 'saw'.</p> <p>Range of adverbs</p> <p>Powerful nouns: eg 'feline', 'siamese', 'tabby' instead of 'cat'.</p> <p>Simple pronouns used cohesively. More complex pronouns used eg 'These magnificent creatures'.</p> <p>As above - Similes, powerful adjectives, verbs, adverbs and alliteration <u>used with confidence</u>.</p> <p>Metaphors such as, 'the cotton-wool clouds'.</p> <p>Comparative and superlative adjectives: rich, richer, richest (including spelling rules) bad, worse, worst (irregular spelling rules).</p>	<p>(Conjunctions when they join two clauses into one sentence)</p> <p>But Or So If As Because However Even though Although Also As well Therefore Especially Unless Except Apart from</p> <p><u>Time connectives</u></p> <p>First Then Next Finally Now As soon as That moment After that When Until While Before Immediately After a while Eventually Whenever Meanwhile</p>	<p><u>Fronted adverbials:</u></p> <p><u>Time openers (When)</u> Early one morning In the end A few days later At the stroke of midnight</p> <p><u>Preposition openers (Where)</u> Across the road Over the hill Extended further with adjectives: 'Across the gridlocked road' 'Over the steep hill'</p> <p><u>Adverb 'ly' openers (How)</u> Greater variety of how openers, especially for emotional description, such as 'Bravely', 'Carefully'. More powerful adverb openers, such as 'Speedily', 'Cheerfully'.</p> <p>Adverbial phrase openers (where, when or how) used with confidence.</p> <p><u>Verb openers:</u></p> <p>-ing, such as 'grinning', 'panicking'.</p> <p>Connective and verb openers used with confidence.</p> <p><u>-ed openers:</u></p> <p>Such as, 'Excited by the news, Joanna ran home'.</p>	<p>Full stops Capital letters Capital letters for proper nouns</p> <p>Question marks Exclamation marks Ellipses</p> <p>Commas in lists Commas after openers and to mark phrases and clauses.</p> <p>Speech marks with full punctuation.</p> <p>Apostrophe for contractions: isn't, couldn't, I'll etc...</p> <p>Apostrophes for possession.</p>	<p>Simple, compound and complex sentences. Embedded clauses: Drop in who/that/which - 'Tim, who was late, ran for the bus.' Drop in -ing - 'Jane, laughing at the teacher, fell off her chair.'</p> <p>Repetition for effect.</p> <p>Adverbial phrases (where, when or how) including as openers</p> <p>Long and short sentences for effect, such as 'Bang!' 'Oops.'</p> <p>Noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.'</p> <p>Sentence of 3 for description, such as 'He wore old shoes, a dark cloak and a red hat.'</p> <p>Verb clauses as openers: 'Grinning, he slipped the treasure into his bag.' -ed clauses as openers: 'Exhausted, Joanna ran home.'</p> <p>Dialogue – powerful verb and adverb. "Hello," she whispered shyly.</p>	<p>Vocabulary Connectives (and conjunctions) Openers Punctuation</p> <p>Noun Proper noun Adjective Verb Adverb Prepositions Pronoun</p> <p>Rhyme Repetition Alliteration</p> <p>Simile Metaphor</p> <p>Comma</p> <p>Speech marks (and with term inverted commas) Apostrophe Contraction Possession Ellipses Question mark Exclamation mark</p> <p>Statements, questions, commands, exclamations.</p> <p>Compound sentence Simple sentence Complex sentence Adverbial phrase Clause Embedded clause Subordinate clause Dialogue</p> <p>Comparative Superlative</p>

## Year 5

Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use	
<p>Adjectives to describe: 'The scary, old woman.'</p> <p>Alliteration</p> <p>Similes using 'like' and 'as'.</p> <p>Powerful verbs instead of 'said', 'went', 'saw'. Range of adverbs</p> <p>Powerful nouns: eg 'feline', 'siamese', 'tabby' instead of 'cat'.</p> <p>Simple pronouns used cohesively. More complex pronouns used eg 'These magnificent creatures'.</p> <p>Metaphors such as, 'the cotton-wool clouds'.</p> <p>As above - Similes, metaphors, powerful adjectives, verbs, adverbs and alliteration <u>used with confidence</u>.</p> <p>Personification: 'The sun smiled upon them', 'The stars danced in the sky'.</p> <p>Empty words (someone, something, it) for suspense, such as 'Someone, somewhere was out to get him'.</p> <p>Comparative and superlative adjectives: rich, richer, richest (including spelling rules) bad, worse, worst (irregular spelling)</p>	<p>(Conjunctions when they join two clauses into one sentence)</p> <p>But Yet Nevertheless Or So Consequently If As Because However Even though Although Also As well Therefore Especially Unless Except Apart from Whereas Despite Instead of On the contrary On the other hand</p> <p><u>Time connectives</u></p> <p>As soon as That moment After that When Until While Immediately After a while Eventually</p>	<p><u>Fronted adverbials:</u></p> <p><u>Time openers (When)</u> Early one morning In the end A few days later At the stroke of midnight</p> <p><u>Preposition openers (Where)</u> Across the road Over the hill Extended further with adjectives: 'Across the gridlocked road' 'Over the steep hill' Elaboration using more complex prepositions: 'Beyond the dark gloom of the cave, Zach saw the wizard move.'</p> <p><u>Adverb 'ly' openers (How)</u> Greater variety of how adverb openers, especially for emotional description, such as 'Bravely', 'Carefully'. More powerful adverb openers, such as 'Speedily', 'Cheerfully'.</p> <p>Adverbial phrase openers (where, when or how) used with confidence.</p> <p><u>Verb openers:</u></p> <p>-ing, such as 'grinning', 'panicking'.</p> <p>Connective and verb openers used with confidence.</p> <p><u>-ed openers:</u></p> <p>Such as, 'Excited by the news,</p>	<p>Full stops Capital letters Capital letters for proper nouns</p> <p>Question marks Exclamation marks Dashes Brackets Colons Ellipses for different purposes at the end and in middle of sentences</p> <p>Commas in lists Commas after openers and to mark phrases and clauses.</p> <p>Speech marks with full punctuation.</p> <p>Apostrophe for contractions: isn't, couldn't, I'll etc... Apostrophes for possession.</p>	<p>Simple, compound and complex sentences. Embedded clauses: Drop in who/that/which - 'Tim, who was late, ran for the bus.' Drop in -ing - 'Jane, laughing at the teacher, fell off her chair.' 'Tim, exhausted by so much effort, walked slowly home.'</p> <p><u>Repetition for effect.</u></p> <p><u>Adverbial phrases (where, when or how) including as openers</u></p> <p><u>Long and short sentences for effect, such as 'Bang!' 'Oops.'</u></p> <p><u>Noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.'</u></p> <p><u>Sentence of 3 for different effects, such as</u> Description - 'He wore old shoes, a dark cloak and a red hat. Action - 'Tim ran home, sat down and drank his tea.'</p> <p><u>Expanded verb clauses as openers: 'Grinning menacingly, he slipped the treasure into his bag.'</u> Expanded -ed clauses as openers: 'Exhausted already from the climb up the hill, Joanna ran home.'</p> <p><u>Dialogue – powerful verb, adverb and action. "'Stop!" he shouted crossly, picking up the</u></p>	<p>Vocabulary Connectives (and conjunctions) Openers Punctuation</p> <p>Noun Proper noun Adjective Verb Passive verb Adverb Prepositions Pronoun</p> <p>Rhyme Repetition Alliteration</p> <p>Statements, questions, commands, exclamations.</p> <p>Simile Metaphor Personification</p> <p>Question mark</p>	<p>Exclamation mark Comma Speech marks (and with term inverted commas) Apostrophe Contraction Possession Ellipses Dashes Brackets Colons Parentheses</p> <p>Compound sentence Simple sentence Complex sentence Adverbial phrase Clause Embedded clause Subordinate clause Dialogue</p> <p>Comparative Superlative</p>


rules).	Whenever Meanwhile	Joanna ran home'.		stick and running after the thief.  Use passive verbs to affect presentation of information Perfect form of verbs	
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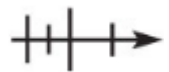
## Year 6


Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Sentence construction	Terms to use
<p>Adjectives to describe: 'The scary, old woman.'</p> <p>Alliteration</p> <p>Similes using 'like' and 'as'.</p> <p>Powerful verbs instead of 'said', 'went', 'saw'. Range of adverbs</p> <p>Powerful nouns: eg 'feline', 'siamese', 'tabby' instead of 'cat'. Simple pronouns used cohesively. More complex pronouns used eg 'These magnificent creatures'.</p> <p>Metaphors such as, 'the cotton-wool clouds'.</p> <p>As above - Similes, metaphors, powerful adjectives, verbs, adverbs and alliteration <u>used with confidence</u>.</p> <p>Personification: 'The sun smiled upon them', 'The stars danced in the sky'.</p> <p>Empty words (someone, something, it) for suspense, such as 'Someone, somewhere was out to get him'.</p> <p>Comparative and superlative adjectives: rich, richer, richest (including spelling rules) bad, worse, worst (irregular spelling rules).</p> <p>Conditionals: If + Should, could, would.</p> <p>All used for effect and with confidence</p>	<p>(Conjunctions when they join two clauses into one sentence)</p> <p>But Yet Nevertheless Or So Consequently If As Because However Even though Although Also As well Therefore Especially Unless Except Apart from Whereas Despite Instead of On the contrary On the other hand</p> <p><u>Time connectives</u></p> <p>As soon as That moment After that When Until While Immediately After a while Eventually Whenever Meanwhile</p> <p>All used for effect and with confidence</p>	<p><u>Fronted adverbials:</u></p> <p><u>Time openers (When)</u> Early one morning In the end A few days later At the stroke of midnight</p> <p><u>Preposition openers (Where)</u> Across the road Over the hill Extended further with adjectives: 'Across the gridlocked road' 'Over the steep hill' Elaboration using more complex prepositions: 'Beyond the dark gloom of the cave, Zach saw the wizard move.'</p> <p><u>Adverb 'ly' openers (How)</u> Greater variety of how openers, especially for emotional description, such as 'Bravely', 'Carefully'. More powerful adverb openers, such as 'Speedily', 'Cheerfully'.</p> <p>Adverbial phrase openers (where, when or how) used with confidence.</p> <p><u>Verb openers:</u></p> <p>-ing, such as 'grinning', 'panicking'.</p> <p>Connective and verb openers used with confidence.</p> <p><u>-ed openers:</u></p> <p>Such as, 'Excited by the news, Joanna ran home'.</p> <p>All used for effect and with confidence</p>	<p>Full stops Capital letters Capital letters for proper nouns</p> <p>Question marks Exclamation marks Dashes Brackets Colons Ellipses for different purposes at the end and in middle of sentences Semi-colons Hyphen to avoid ambiguity</p> <p>Commas in lists Commas after openers and to mark phrases and clauses.</p> <p>Speech marks with full punctuation.</p> <p>Apostrophe for contractions: isn't, couldn't, I'll etc... Apostrophes for possession.</p> <p>All used for effect and with confidence</p>	<p>Simple, compound and complex sentences. Embedded clauses: Drop in who/that/which - 'Tim, who was late, ran for the bus.' Drop in -ing - 'Jane, laughing at the teacher, fell off her chair.' 'Tim, exhausted by so much effort, walked slowly home.' Subordinate clauses at beginning and end of sentences. Use of the passive voice for effect</p> <p>Repetition for effect.</p> <p>Adverbial phrases (where, when or how) including as openers</p> <p>Long and short sentences for effect, such as 'Bang!' 'Oops.'</p> <p>Noun phrases, two adjectives to describe a noun, such as 'The scary, old woman.'</p> <p>Sentence of 3 for different effects, such as Description - 'He wore old shoes, a dark cloak and a red hat. Action - 'Tim ran home, sat down and drank his tea.'</p> <p>Expanded verb clauses as openers: 'Grinning menacingly, he slipped the treasure into his bag.' Expanded -ed clauses as openers: 'Exhausted already from the climb up the hill, Joanna ran home.'</p> <p>Dialogue – powerful verb, adverb and action. "“Stop!” he shouted crossly, picking up the stick and running after the thief. Dialogue used for effect</p>	<p>Vocabulary Connectives (and conjunctions) Openers Punctuation</p> <p>Noun Proper noun Adjective Verb Adverb Prepositions Pronoun Semi-colon</p> <p>Statements, questions, commands, exclamations. Active Passive</p> <p>Rhyme Repetition Alliteration</p> <p>Simile Metaphor Personification</p> <p>Question mark Exclamation mark Comma Speech marks (and with term inverted commas) Apostrophe Contraction Possession Ellipses Dashes Brackets Colons Parentheses Hyphen</p> <p>Compound sentence Simple sentence Complex sentence Adverbial phrase Clause Embedded clause Subordinate clause</p> <p>Dialogue</p> <p>Comparative Superlative</p>

## Non-Fiction

### Year 1

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Instructions 	How to... You will need...  Imperative (bossy) verbs: 'Cook', 'Cut', 'Take'.	<b><u>Causal connectives:</u></b> So Because	<b><u>Time openers:</u></b> First Next After that Then Last Finally	Numbers	<ul style="list-style-type: none"> <li>How to... heading</li> <li>You will need</li> <li>Numbered steps and/or time connectives</li> <li>Diagrams/labelled pictures</li> <li>Concluding sentence</li> </ul>	Instruction text Heading Label Time opener

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Recount 	Proper nouns: people, and places.  Exciting adjectives: 'shimmering water'.  Feelings words: 'scared'.  Similes: 'Shaking like a jellyfish'.	<b><u>Comparative connectives:</u></b> But If So  <b><u>Causal connectives:</u></b> So Because	<b><u>Time openers:</u></b> Yesterday First Next Then After that While When Finally		<ul style="list-style-type: none"> <li>Title</li> <li>Introduction sentence: 'Yesterday I went to...'</li> <li>Past tense</li> <li>1st person</li> </ul>	Recount Time opener


	Vocabulary	Connectives and Conjunctions		Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Non-chronological report 	Subject specific vocabulary.	<b><u>Causal connectives:</u></b> So Because	<b><u>Comparative connectives:</u></b> But If So	<b><u>Connective openers</u></b> (see connective column)  <b><u>Adverb 'ly' openers (How)</u></b> Suddenly  <b><u>Where openers</u></b> 'In the jungle...'		<ul style="list-style-type: none"><li>• Heading</li><li>• Subheadings (questions)</li><li>• Present tense</li><li>• 3rd person</li><li>• Factual description</li><li>• Diagrams/labelled picture</li></ul>	Information text Heading Subheading Label


## Year 2

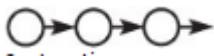
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers and children)
Instructions (Y1) 	How to... ingredients You will need...  Imperative (bossy) verbs: 'Cook', 'Cut', 'Take'.	<u><b>Causal connectives:</b></u> So So that Because	<u><b>Time openers:</b></u> First Firstly Next After that Then Last Lastly Finally	Bullet points/numbers	<ul style="list-style-type: none"> <li>How to... heading</li> <li>Introduction sentence</li> <li>You will need</li> <li>Numbered steps and/or time connectives</li> <li>Diagrams/labelled pictures</li> <li>Concluding sentence</li> </ul> <b>Optional:</b> <ul style="list-style-type: none"> <li>Subheadings</li> <li>Bullet points</li> </ul>	Instruction text Bullet point Subheading Heading Diagram Label Introduction Conclusion
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers and children)
Non-chronological report (Y1) 	Impersonal, technical, subject specific vocabulary.  Factual description words.	<b>Causal connectives:</b> So So that Because  <b>Example connectives:</b> For example  <b>Comparative connectives:</b> But If So	<b>Connective openers</b> (see connective column)  <b>Adverb 'ly' openers (How)</b> 'Amazingly, bats can sleep upside-down'  <b>Where openers</b> 'In the Amazon rainforest...'	Questions, especially in subheadings: 'What do tigers eat?'  Exclamation marks for exciting facts: 'They have 3 sets of teeth!'	<ul style="list-style-type: none"> <li>Heading</li> <li>Subheadings (questions)</li> <li>Introduction sentence</li> <li>Present tense</li> <li>3rd person</li> <li>No personal pronouns</li> <li>Formal and impersonal</li> <li>Factual description</li> <li>Conclusion sentence</li> </ul> <b>Optional:</b> <ul style="list-style-type: none"> <li>Diagrams/labelled picture</li> </ul>	Information text Heading Subheading Introduction Conclusion Present tense Diagram Label
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers and children)
Explanation 	How does... Why does... Strange as it may seem Not many people know that	<u><b>Causal connectives:</b></u> So So that Because This causes	<u><b>Time openers:</b></u> While When First Firstly Next After that Then Last Lastly Finally	Exclamation marks: 'Beware – tornadoes can kill!'  Question marks 'Did you	<ul style="list-style-type: none"> <li>How? or why? heading</li> <li>General opening sentence</li> <li>Series of logical steps that continue until explanation is complete</li> <li>Simple present tense</li> </ul>	Explanation text Heading Diagram Label Present tense Passive voice Introduction






	Vocabulary		Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Persuasion 	of course clearly certainly	Emotive language  Exaggeration  Groups of three: Homework is boring, dull and uninteresting	Although Furthermore In addition Therefore So But However	Firstly No-one but a complete idiot would believe that If these plans go ahead How could you possibly What would happen if In conclusion The real truth is	Rhetorical questions  Exclamation marks for emotive sentences	<ul style="list-style-type: none"> <li>• Introduction that states the argument</li> <li>• Each paragraph states a reason, then gives evidence to support</li> <li>• Facts given</li> <li>• Conclusion summing up argument.</li> </ul>	Persuasion Emotive Repetition Exaggeration Rhetorical questions Introduction Conclusion


	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Recount (Y1) 	<p>Proper nouns: people and places.</p> <p>Powerful verbs and adverbs: 'Sprinted excitedly', 'Noticed sadly'</p> <p>Exciting adjectives: 'Azure sea'.</p> <p>Feelings words: 'terrified', 'ecstatic'.</p> <p>Similes: 'Shaking like a jellyfish'.</p>	<p><u>Comparative connectives:</u></p> <p>Although However But If So</p> <p><u>Causal connectives:</u></p> <p>So So that Therefore Because</p>	<p><u>Time openers:</u></p> <p>Yesterday First Next Then After that While When Finally Eventually</p>	<p>Exclamation marks: 'It was the most fun I've ever had!'</p> <p>Ellipses for tension.</p>	<ul style="list-style-type: none"><li>• Title</li><li>• 4 Ws introduction (who what when where)</li><li>• Chronological paragraphs</li><li>• Past tense</li><li>• 1st person (or 3rd person historical recount)</li><li>• Conclusion giving feelings about whole event. Link back to introduction.</li></ul>	<p><u>Recount</u></p> <p>Proper noun Chronological Past tense 1st person 3rd person Introduction Conclusion</p>

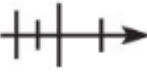
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Instructions (Y1 and 2) 	How to... ingredients You will need...  Imperative (bossy) verbs: 'Cook', 'Cut', 'Take'.	<u><b>Causal connectives:</b></u> So So that Therefore Because This causes  <u><b>Example connectives:</b></u> For example	<u><b>Time openers:</b></u> First Firstly Next After that Then Last Lastly Finally	Bullet points/numbers	<ul style="list-style-type: none"> <li>How to... heading</li> <li>Introduction</li> <li>You will need</li> <li>Numbered steps and/or time connectives</li> <li>Diagrams/labelled pictures</li> <li>Concluding paragraph</li> </ul> <u><b>Optional:</b></u> <ul style="list-style-type: none"> <li>Subheadings</li> <li>Bullet points</li> </ul>	Instruction text Bullet point Subheading Heading Imperative verbs Diagram Label Introduction Conclusion

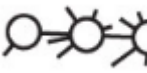
## Year 4

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Persuasion (Y3) 	above all specifically indeed of course clearly certainly  Emotive language  Exaggeration  Groups of three: Homework is boring, dull and uninteresting	<u>Although</u> Consequently <u>Furthermore</u> As a result In addition Therefore So But However	Firstly No-one but a complete idiot would believe that If these plans go ahead How could you possibly What would happen if An intelligent person like yourself In conclusion The real truth is	Rhetorical questions  Exclamation marks for emotive sentences	<ul style="list-style-type: none"> <li>Introduction that states the argument</li> <li>Each paragraph states a reason, then gives at least 2 pieces of evidence to support</li> <li>Facts given</li> <li>Conclusion summing up argument.</li> </ul>	Persuasion Emotive Repetition Exaggeration Rhetorical questions Introduction Conclusion

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Non-chronological report (Y1, 2 and 3)	Impersonal, technical, subject specific vocabulary.  Factual description words.	<u><b>Causal connectives:</b></u> So So that Therefore Consequently  <u><b>Comparative connectives:</b></u> Even though However But If	<u><b>Connective openers</b></u> (see connective column)  <u><b>Adverb 'ly' openers (How)</b></u>	Questions, especially in subheadings: 'What do tigers eat?'	<ul style="list-style-type: none"> <li>Heading</li> <li>Subheadings (questions)</li> <li>Introduction to summarise what report will be about</li> <li>Present tense</li> </ul>	Non-chronological Report Heading Subheading Introduction Conclusion


		<p>Because</p> <p><u>Example connectives:</u> For example Such as</p>	<p>So</p> <p>Apart from</p>	<p>'Amazingly, bats can sleep upside-down'</p> <p><u>Where openers</u> 'In the Amazon rainforest...'</p>	<p>Exclamation marks for exciting facts: 'They have 3 sets of teeth!'</p> <p>Brackets for additional information.</p>	<ul style="list-style-type: none"> <li>3rd person</li> <li>No personal pronouns</li> <li>Formal and impersonal</li> <li>Factual description</li> <li>Conclusion to sum up report</li> <li><b>Optional:</b></li> <li>Diagrams/labelled picture</li> </ul>	<p>Present tense</p> <p>3rd person</p> <p>Impersonal</p> <p>Formal</p> <p>Factual</p> <p>Diagram</p> <p>Label</p>
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	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers and children)
<p>Newspaper</p> 	<p>Headline: short and catchy (alliteration/pun)</p> <p>Proper nouns: people, places and things.</p> <p>Powerful adjectives to add excitement</p> <p>Formal speech verbs: 'stated', 'said', 'told us'.</p>	<p><b><u>Causal connectives:</u></b> So So that Therefore Consequently Because</p> <p><b><u>Comparative connectives:</u></b> Although However But If So Apart from</p>	<p><b><u>Time openers:</u></b> Yesterday First Next Then Just as Until While When Finally Eventually</p> <p><b><u>Adverb 'ly' openers (How)</u></b> 'Amazingly, he was able to escape'.</p> <p><b><u>Where openers</u></b> 'In the busy bank...'</p>	<p>Quotation marks</p>	<ul style="list-style-type: none"> <li>Headline</li> <li>4 Ws orientation (who what when where)</li> <li>Main body paragraphs answer 'why' and 'how' – often chronological</li> <li>Quotations</li> <li>Past tense</li> <li>3rd person</li> <li>Photograph and caption</li> <li>Reorientation – bringing us back to the 'now' – present tense</li> <li><b>Optional:</b></li> <li>Strapline</li> </ul>	<p>Newspaper</p> <p>Headline</p> <p>Strapline</p> <p>Chronological</p> <p>Quotations</p> <p>Past tense</p> <p>3rd person</p> <p>Caption</p> <p>Orientation</p> <p>Reorientation</p> <p>Alliteration</p> <p>Pun</p> <p>Proper noun</p>

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers and children)
<p>Explanation (Y2)</p> 	<p>How does... Why does... Strange as it may seem Not many people know that</p>	<p><b><u>Causal connectives:</u></b> So So that Therefore Consequently Because</p>	<p><b><u>Time openers:</u></b> First Firstly Next Then After that While</p>	<p>Exclamation marks: 'Beware – tornadoes can kill!'</p> <p>Question marks 'Did you</p>	<ul style="list-style-type: none"> <li>How? or why? heading</li> <li>General opening paragraph</li> <li>Series of logical steps that continue until explanation is complete</li> <li>Simple present tense</li> </ul>	<p>Explanation text</p> <p>Heading</p> <p>Diagram</p> <p>Label</p> <p>Logical steps</p> <p>Present tense</p> <p>Passive voice</p>


	Impersonal, technical, subject specific vocabulary	This causes In order to	When Last Lastly Continue Finally	know...?'	<ul style="list-style-type: none"> <li>Passive voice – no 'I' or 'we'</li> <li>Diagrams/labelled pictures</li> <li>Conclusion relating subject to the reader</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Glossary for specialised vocabulary</li> </ul>	Introduction Conclusion Glossary Impersonal
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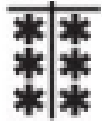
## Year 5

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Persuasion (Y3 and 4) 	decidedly undoubtedly above all specifically indeed of course clearly certainly evidently in particular notably  Repetition: remember what it was like to be at school, remember how much work you had.  Exaggeration  Groups of three: Homework is boring, dull and uninteresting	Yet Although Consequently Furthermore Moreover As a result In addition This causes Therefore So But However	Firstly and most importantly First and foremost It goes without saying No-one but a complete idiot would believe that Local people feel that If these plans go ahead How could you possibly What would happen if An intelligent person like yourself In conclusion This will cause If these plans go ahead The real truth is	Rhetorical questions  Exclamation marks for emotive sentences	<ul style="list-style-type: none"> <li>Introduction that states the argument</li> <li>Each paragraph states a reason, then gives 2 or 3 pieces of evidence to support</li> <li>Facts and statistics given</li> <li>Conclusion summing up argument.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Include an opposing view and argue against it.</li> </ul>	Persuasion Emotive Repetition Exaggeration Rhetorical questions Introduction Conclusion

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Recount (Y1 and 3) 	Proper nouns: people and places.  Powerful verbs and adverbs: 'Sprinted excitedly', 'Noticed sadly'	<u>Comparative connectives:</u> Although However But If	<u>Time openers:</u> Yesterday First Firstly Next After that	Exclamation marks: 'It was the most fun I've ever had!'  Brackets for	<ul style="list-style-type: none"> <li>Title</li> <li>4 Ws introduction (who what when where)</li> <li>Chronological paragraphs</li> <li>Past tense</li> <li>1st person (or 3rd person)</li> </ul>	Recount Proper noun Aside Chronological Past tense 1st person


	<p>Exciting adjectives: 'Azure sea'.</p> <p>Feelings words: 'terrified', 'ecstatic'.</p> <p>Similes and metaphors: 'Shaking like a jellyfish', 'My dad was a thundercloud'.</p>	<p>Yet So Apart from Unless As long as</p> <p><b>Causal connectives:</b> So So that Therefore Because In order to</p>	<p>Then Just as Until Meanwhile While When Continue Finally Eventually</p>	<p>asides.</p> <p>Ellipses for tension.</p> <p><b>Optional:</b> Speech marks (sparingly): 'My dad said "You can't go in there!"</p>	<p>historical recount)</p> <ul style="list-style-type: none"> <li>Conclusion giving feelings about whole event. Link back to introduction.</li> </ul>	<p>3<sup>rd</sup> person Introduction Conclusion</p>
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	Vocabulary	Connectives and Conjunctions		Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
<p>Instructions (Y1, 2 and 3)</p> 	<p>How to... ingredients You will need...</p> <p>Imperative (bossy) verbs: 'Cook', 'Cut', 'Take'.</p>	<p><b>Causal connectives:</b> So So that Therefore Consequently Thus Because This causes</p> <p><b>Emphasis connectives:</b> Especially In particular</p>	<p><b>Example connectives:</b> For example Such as</p> <p><b>Comparative connectives:</b> In the same way Similarly</p>	<p><b>Time openers:</b> First Firstly Next Then Meanwhile While When Last Lastly Continue Finally</p>	<p>Bullet points/numbers</p>	<ul style="list-style-type: none"> <li>How to... heading</li> <li>Introduction</li> <li>You will need</li> <li>Numbered steps and/or time connectives</li> <li>Diagrams/labelled pictures</li> <li>Concluding paragraph</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Subheadings</li> <li>Bullet points</li> </ul>	<p>Instruction text Bullet point Subheading Heading Imperative verbs Diagram Label Introduction Conclusion</p>

	Vocabulary	Connectives and Openers		Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
<p>Discussion</p> 	<p>Emotive language</p> <p>Exaggeration</p> <p>Groups of three: Some people think homework is</p>	<p><b>For</b> In support Some people think In addition Also Moreover Furthermore As well as this</p>	<p><b>Against</b> On the other hand Alternatively However Yet Although Even though On the contrary</p>	<p>Rhetorical questions</p> <p>Exclamation marks for emotive sentences</p>	<ul style="list-style-type: none"> <li>Introduction of argument</li> <li>Think about order of paragraphs: LA All for and then all against HA Alternating.</li> <li>Present tense</li> </ul>	<p>Discussion Argument Emotive Exaggeration Rhetorical questions For Against Present tense</p>

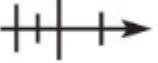
	boring, dull and uninteresting	<b>Concluding</b> Therefore To sum up In conclusion To conclude		<ul style="list-style-type: none"> <li>3rd person</li> <li>Conclude with summary and own opinion</li> <li>No first person until opinion in conclusion</li> </ul>	3rd person Introduction Conclusion
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## Year 6 (All Genres)

	Vocabulary		Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Persuasion (Y3, 4 and 5) 	<p>decidedly undoubtedly above all specifically indeed of course clearly evidently certainly in particular notably</p>	<p>Emotive language</p> <p>Repetition: remember what it was like to be at school, remember how much work you had.</p> <p>Exaggeration</p> <p>Groups of three: Homework is boring, dull and uninteresting</p>	<p>Yet Although Consequently Furthermore Moreover As a result In addition This causes Therefore So But However</p>	<p>Firstly and most importantly First and Foremost It goes without saying No-one but a complete idiot would believe that Local people feel that If these plans go ahead How could you possibly What would happen if An intelligent person like yourself In conclusion This will cause If these plans go ahead The real truth is</p>	<p>Rhetorical questions</p> <p>Exclamation marks for emotive sentences</p> <p>Dashes Semi colons</p>	<ul style="list-style-type: none"> <li>Introduction that states the argument</li> <li>Each paragraph states a reason, then gives 2 or 3 pieces of evidence to support</li> <li>Facts and statistics given</li> <li>Conclusion summing up argument.</li> <li>Include an opposing view and argue against it.</li> </ul>	<p>Persuasion Emotive Repetition Exaggeration Rhetorical questions Introduction Conclusion</p>

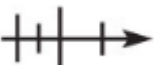
	Vocabulary		Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Persuasion (Advert)	<p>Special offer Exclusive Cheaper Guaranteed Look no further Genuine Number 1 Latest Free</p>	<p>Humour/puns</p> <p>Alliteration</p> <p>Rhyme</p> <p>Exaggeration</p> <p>Powerful adjectives</p>	<p>Furthermore Moreover As a result In addition This causes Therefore So</p>	<p>Firstly and most importantly It goes without saying How could you possibly An intelligent person like yourself</p>	<p>Rhetorical questions</p> <p>Exclamation marks for emotive sentences</p> <p>Bold/capitals/ bubble writing</p>	<ul style="list-style-type: none"> <li>Carefully choose the audience</li> <li>Radio/TV/print</li> <li>Image and text</li> </ul>	<p>Advert(isement) Pun Alliteration Rhyme Exaggeration Rhetorical questions Emotive</p>


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	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Newspaper (Y4) 	<p>Headline: short and catchy (alliteration/pun)</p> <p>Proper nouns: people, places and things.</p> <p>Powerful adjectives to add excitement</p> <p>Formal speech verbs: 'stated', 'said', 'told us'.</p>	<p><u>Causal connectives:</u> So So that Therefore Consequently Thus Because</p> <p><u>Comparative connectives:</u> Although However But If Yet So Apart from Unless As long as</p>	<p><u>Time openers:</u> Yesterday First Next Then Just as Until Meanwhile While When Finally Eventually</p> <p><u>Adverb 'ly' openers (How)</u> 'Amazingly, he was able to escape'.</p> <p><u>Where openers</u> 'In the busy bank...'</p> <p><u>-ed and -ing openers</u> used sparingly to add excitement.</p>	<p>Quotation marks</p> <p>Brackets for extra information</p> <p>Colons before quotations, such as 'Mr Jones stated: "I was outraged!"</p> <p>Dashes Semi colons</p>	<ul style="list-style-type: none"> <li>• Headline</li> <li>• 4 Ws orientation (who what when where)</li> <li>• Main body paragraphs answer 'why' and 'how' – often chronological</li> <li>• Quotations</li> <li>• Past tense</li> <li>• 3rd person</li> <li>• Photograph and caption</li> <li>• Reorientation – bringing us back to the 'now' – present tense</li> <li>• Optional:</li> <li>• Think about balance and bias</li> <li>• Strapline</li> </ul>	<p>Newspaper Journalism Headline Strapline Chronological Quotations Past tense 3rd person Caption Orientation Reorientation Balance Bias Alliteration Pun Proper noun</p>

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Non-chronological report (Y1, 2, 3 and 4) 	<p>Impersonal, technical, subject specific vocabulary.</p> <p>Factual description words.</p>	<p><u>Causal connectives:</u> So So that Therefore Consequently Thus Because</p> <p><u>Comparative connectives:</u> In the same way Similarly Although Even though However But If Yet</p> <p><u>Example connectives:</u></p>	<p><u>Connective openers</u> (see connective column)</p> <p><u>Adverb 'ly' openers (How)</u> 'Amazingly, bats can sleep upside-down'</p>	<p>Questions, especially in subheadings: 'What do tigers eat?'</p> <p>Exclamation marks for exciting facts: 'They have 3 sets of teeth!'</p> <p>Colons to add lists of information: 'Bats like lots of different foods, such as: flies, moths and small beetles'.</p> <p>Dashes</p>	<ul style="list-style-type: none"> <li>• Heading</li> <li>• Subheadings (questions)</li> <li>• Introduction to summarise what report will be about</li> <li>• Present tense</li> <li>• 3rd person</li> <li>• No personal pronouns</li> <li>• Formal and impersonal</li> <li>• Factual description</li> <li>• Conclusion to sum up report</li> </ul>	<p>Non-chronological Report Heading Subheading Introduction Conclusion Present tense 3rd person Impersonal Formal</p>

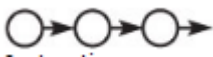
		For example Such as	So Apart from Unless As long as	<u>Where openers</u> 'In the Amazon rainforest...'	Semi colons  Brackets for additional information.	<ul style="list-style-type: none"> <li><b>Optional:</b></li> <li>Diagrams/labelled picture</li> </ul>	Factual Diagram Label
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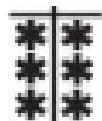
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Recount (Y1, 3 and 5) 	<p>Proper nouns: people and places.</p> <p>Powerful verbs and adverbs: 'Sprinted excitedly', 'Noticed sadly'</p> <p>Exciting adjectives: 'Azure sea'.</p> <p>Feelings words: 'terrified', 'ecstatic'.</p> <p>Similes and metaphors: 'Shaking like a jellyfish', 'My dad was a thundercloud'.</p> <p>Personification</p> <p>List of 3</p> <p>Repetition</p> <p>Alliteration</p>	<p><u>Comparative connectives:</u> Although However But If Yet So Apart from Unless As long as</p> <p><u>Causal connectives:</u> So that Therefore Because In order to</p>	<p><u>Time openers:</u> Yesterday First Firstly Next After that Then Just as Until Meanwhile While When Continue Finally Eventually</p>	<p>Exclamation marks: 'It was the most fun I've ever had!'</p> <p>Brackets for asides.</p> <p>Ellipses for tension.</p> <p><b>Optional:</b> Speech marks (sparingly): 'My dad said "You can't go in there!"'</p> <p>Dashes Semi colons Rhetorical questions</p>	<ul style="list-style-type: none"> <li>Title</li> <li>4 Ws introduction (who what when where)</li> <li>Chronological paragraphs</li> <li>Past tense</li> <li>1st person (or 3rd person historical recount)</li> <li>Conclusion giving feelings about whole event. Link back to introduction.</li> </ul>	<p>Recount</p> <p>Proper noun</p> <p>Aside</p> <p>Chronological</p> <p>Past tense</p> <p>1<sup>st</sup> person</p> <p>3<sup>rd</sup> person</p> <p>Introduction</p> <p>Conclusion</p> <p>Personification</p> <p>Repetition</p> <p>Alliteration</p>

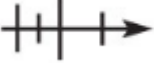
	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Explanation (Y4) 	<p>How does... Why does... Strange as it may seem Not many people know that</p> <p>Impersonal, technical, subject specific vocabulary</p>	<p><u>Causal connectives:</u> So So that Therefore Consequently Thus</p>	<p><u>Time openers:</u> First Firstly Next Then Meanwhile While</p>	<p>Exclamation marks: 'Beware – tornadoes can kill!'</p> <p>Question marks 'Did you</p>	<ul style="list-style-type: none"> <li>How? or why? heading</li> <li>General opening paragraph</li> <li>Series of logical steps that continue until explanation is complete</li> <li>Simple present tense</li> <li>Passive voice – no 'I' or 'we'</li> </ul>	<p>Explanation text</p> <p>Heading</p> <p>Diagram</p> <p>Label</p> <p>Logical steps</p> <p>Present tense</p> <p>Passive voice</p>







	Similes Alliteration Powerful verbs and adverbs	Because This causes In order to	When Last Lastly Continue Finally	know...?'	<ul style="list-style-type: none"> <li>Diagrams/labelled pictures</li> <li>Conclusion relating subject to the reader</li> <li>Glossary for specialised vocabulary</li> </ul>	Introduction Conclusion Glossary Impersonal
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	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Instructions (Y1, 2, 3 and 5) 	How to... ingredients You will need...  Imperative (bossy) verbs: 'Cook', 'Cut', 'Take'.	<u><b>Causal connectives:</b></u> So So that Therefore Consequently Thus Because This causes  <u><b>Emphasis connectives:</b></u> Especially In particular	<u><b>Example connectives:</b></u> For example Such as  <u><b>Comparative connectives:</b></u> In the same way Similarly  <u><b>Time openers:</b></u> First Firstly Next After that Then Meanwhile While When Last Lastly Continue Finally	Bullet points/numbers	<ul style="list-style-type: none"> <li>How to... heading</li> <li>Introduction</li> <li>You will need</li> <li>Numbered steps and/or time connectives</li> <li>Diagrams/labelled pictures</li> <li>Concluding paragraph</li> </ul> <u><b>Optional:</b></u> <ul style="list-style-type: none"> <li>Subheadings</li> <li>Bullet points</li> </ul>	Instruction text Bullet point Subheading Heading Imperative verbs Diagram Label Introduction Conclusion

	Vocabulary	Connectives, Conjunctions and Openers		Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Discussion (Y5) 	Emotive language  Exaggeration  Groups of three: Some people think homework is boring, dull and uninteresting	<u>For</u> In support Some people think In addition Also Moreover Furthermore As well as this  <u>Concluding</u> Therefore To sum up In conclusion To conclude	<u>Against</u> On the other hand Alternatively However Yet Although Even though On the contrary	Rhetorical questions  Exclamation marks for emotive sentences	<ul style="list-style-type: none"><li>• Introduction of argument</li><li>• Think about order of paragraphs for best effect</li><li>• Present tense</li><li>• 3rd person</li><li>• Conclude with summary and own opinion</li><li>• No first person until opinion in conclusion</li></ul>	Discussion Argument Emotive Exaggeration Rhetorical questions For Against Present tense 3rd person Introduction Conclusion

	Vocabulary	Connectives and Conjunctions	Openers	Punctuation	Text structure	Terms to use (teachers <u>and</u> children)
Biography/ autobiography 	<p>Proper nouns: people, places and things.</p> <p>Powerful verbs and adverbs: 'suffered horribly', 'enjoyed it immensely'.</p> <p>Exciting adjectives: 'Macabre writing'.</p> <p>Feelings words: 'terrified', 'ecstatic'.</p> <p>Interesting facts and opinions</p>	<p><b><u>Comparative connectives:</u></b>            Although            However            But            If            Yet            So            Apart from            Unless            As long as</p> <p><b><u>Causal connectives:</u></b>            So that            Therefore            Because            In order to</p>	<p><b><u>Time openers:</u></b>            In 1967            At the beginning of the century            When he was 15            After that            In later life            As a child</p> <p><b><u>Adverb 'ly' openers (How)</u></b>            'Surprisingly',            'Impressively'.</p> <p><b><u>Where openers:</u></b>            'In secondary school'</p>	<p>Exclamation marks: 'It was the most fun I've ever had!'</p> <p>Brackets for asides.</p> <p><b>Optional:</b>            Speech marks (sparingly): 'My dad said "You can't go in there!"</p>	<ul style="list-style-type: none"> <li>• Biography and Autobiographies are recounts over a longer period of time.</li> <li>• Title</li> <li>• Introduction</li> </ul> <p>Biography: What are they famous for?            Autobiography: 4 Ws (who what when where)</p> <ul style="list-style-type: none"> <li>• Chronological paragraphs</li> <li>• Past tense</li> <li>• 1st person autobiography, 3rd person biography.</li> <li>• Conclusion</li> </ul> <p>Biography: How are they remembered/what are they doing now?            Autobiography: Feelings about life to this point.</p>	<p>Biography            Autobiography            Proper noun            Chronological            Past tense            1st person            3rd person            Introduction            Conclusion</p>

## APPENDIX D – Destination Reader language stems & learning behaviours

<b>Predicting</b> 	<b>Inferring</b> 
<p>           I wonder if            I predict            I think that            I bet that                      <b>because</b>            I imagine            I think * will happen            I think I will learn            I think it will be set out            The next part will be about         </p>	<p>           The word * tells me            The part * tells me            This makes me think that            I think this <b>character</b>                      <b>because</b>            I think the <b>setting</b> is            I think the <b>mood</b> is            I think the writer's viewpoint is            I think this character's viewpoint is         </p>
<b>Asking questions</b> 	<b>Evaluating</b> 
<p>           Who            What            When            Where            I wonder            Why            How            What if            Why do you think            How do you think            How do we know         </p>	<p> <b>Language</b>            The word/phrase * works well because            I like the way the author uses * it makes me think about            I think it would have read better if            It's very clever the way the author uses * because            The sentence * has high impact because  <b>Organisation</b>            The text is organised well because            The presentation helps the reader because            The structure could be improved by         </p>

<b>Clarifying</b> 	<b>Making connections</b> 
<p>I think that means</p> <p>I didn't understand</p> <p>What does * mean?</p> <p>I need to reread this part because</p> <p>* is a tricky word so I</p> <p>I didn't understand * so I</p> <p>Let's reread because it didn't make sense.</p>	<p><b>Text to self:</b></p> <p>I know about this because I</p> <p>I've been to / seen</p> <p>I saw a programme about this</p> <p>I can identify with this character because</p> <p><b>Text to text:</b></p> <p>I think this book is a * (<i>genre</i>) book because</p> <p>This reminds me of * because</p> <p>This is similar to * because</p> <p>This character is similar to * because</p> <p><b>Text to world:</b></p> <p>This links to</p> <p>This is because</p>
<b>Summarising</b> 	
<p>The key idea is</p> <p>The most important ideas are * and I know that because</p> <p>This part is about</p> <p>The headline would be</p> <p>In 10 words</p> <p>The main theme is</p>	<p><b>Learning Behaviours</b></p> <p><b>Support and actively listen to others</b></p> <p><b>Discuss and explain our ideas</b></p> <p><b>Take responsibility for your own and your group's learning.</b></p>



Learning Behaviour	Destination Reader Learning Behaviour stems	
<b>Support and actively listen to others</b>		
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read, You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...
<b>Discuss and explain our ideas</b>		
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... This part suggests that .... because ... My view is that ... because in the book .... Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other ... ... is similar to .... because ..... In my opinion .... because .... This character is ..... because ..... The main idea is that .... In summary / I conclude that ... because ...	
Building on other's answers	Agreeing	I agree with ... because ... Similarly ... I'd like to build on / add to that point .... Adding to that point ...
	Disagreeing / challenging and offering alternative	In contrast ... Alternatively .... It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?
	New idea	Have we considered? Another point I wish to make is ... On reflection I no longer think that .....
<b>Take responsibility for our own/group's learning</b>		
Ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we .....e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because .... Our target next time should be to ...	