

ENGLISH KEY LEARNING INDICATORS  
YEAR 6  
SUPPORTING MATERIALS

WORD STRUCTURE			
YEAR 6	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	<ul style="list-style-type: none"> <li>- Spell words correctly</li> <li>- Identify the number of syllables in each word (if applicable)</li> <li>- Say and write the sounds in each syllable</li> <li>- Say and write the sounds in each word</li> <li>- Choose correct spellings of each sound to spell the word</li> <li>- Describe the spelling pattern (if applicable)</li> <li>- Identify words which have the same sounds same spelling</li> <li>- Identify words which have same sound different spelling</li> </ul>	
	Spell correctly all HFW and spelling lists from NC when writing	<ul style="list-style-type: none"> <li>- Make phonetically plausible attempts to spell unfamiliar words</li> <li>- Say the word in its precise syllables, segment words into syllables , sound out each syllable</li> <li>- Blend the sounds together</li> <li>- Manipulate sounds to create new words</li> </ul>	

TRANSCRIPTION			
YEAR 6	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Join letters and words fluently	<ul style="list-style-type: none"> <li>- Form and join lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form and join all letters accurately from memory</li> <li>- Know that capital letters do not join to lower case letters</li> <li>- Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form all letters accurately from memory</li> <li>- Join all letters accurately from memory</li> </ul>	

## SENTENCE STRUCTURE

### STRUCTURE AND GRAMMAR

<b>YEAR 6</b>	<b>Key Learning Indicator</b>	<b>What the child will be able to do</b>	<b>Supporting Documents</b>
	Write complex sentences that are extended using conjunctions to include more than two main clauses – As the sun set over the distant hills, I checked my watch and made my way to the lake	<ul style="list-style-type: none"> <li>- Recognise that all clauses need a verb</li> <li>- Explain that a subordinate clauses require a main clause to make sense</li> <li>- Explain that a subordinate clause does not make sense on it own</li> <li>- Explain that a subordinate clause always starts with a subordinating conjunction</li> <li>- Provide example of common subordinating conjunctions (eg. in order to, although, because, if)</li> <li>- Explain that if a subordinate clause succeeds a main clause, the sentence does not requires a comma to separate the clauses</li> <li>- Explain that if a subordinate clause proceeds a main clause, the sentence requires a comma separate the clauses</li> <li>- Explain that all sentences that contain a subordinate clauses are complex sentences</li> <li>- Read sentences that contain subordinate clauses</li> <li>- Identify examples of different subordinate clauses in sentences</li> <li>- Separate subordinate clauses from other clauses types</li> <li>- Identify and explain use of conjunctions (co-ordinating and subordinating)</li> </ul>	
	<i>Year 6 pupils are expected to be able to utilise all of the STEP Standards in their writing but do so with greater confidence, maturity, proficiency and appropriateness.</i>		
	<b>TYPES OF SENTENCES</b>		
	<b>Key Learning Indicator</b>	<b>What the child will be able to do</b>	<b>Supporting Documents</b>
	Identify and utilise questions accurately	<ul style="list-style-type: none"> <li>- Explain that questions are one of four sentence types</li> <li>- Distinguish between standard questions (where there is an expectation of an answer) and questions as a rhetorical device (where there is no expectation of an answer)</li> <li>- Explain that a question mark demarcates the end of a question sentence</li> <li>- Explain that questions are asked by a writer and/or characters within a text</li> <li>- Position questions at appropriate points in the text e.g. as a headlines to hook the reader’s attention in a newspaper</li> </ul>	

		<ul style="list-style-type: none"> <li>- Write the question mark within the inverted commas for speech</li> <li>- Match questions in speech with an appropriate verb in the narrative e.g. 'Are you going home alone?' asked the teacher.</li> </ul>	
	<p>Identify and utilise commands accurately</p>	<ul style="list-style-type: none"> <li>- Explain that a command gives advice or instructions</li> <li>- Explain that a command expresses a request or command e.g. Describe the effects of the many visitors to national parks</li> <li>- Explain that a command must always begin the main clause with an imperative verb e.g. After you have had breakfast, walk the dog.</li> <li>- Explain that a subject of a command is not explicitly stated (it is implied) e.g. She pushed Gretel towards the oven, saying, "<u>Crawl in and see if it's hot enough.</u>" (The subject is Gretel)</li> <li>- Explain that a command can be punctuated with a full stop (.) or exclamation mark (!). Only use an exclamation mark to indicate a strong command. e.g. <i>Look out</i> <i>Look out! ✓</i> <i>Walk the dog</i> <i>Walk the dog! ✗</i></li> </ul>	
	<p>Identify and utilise exclamations accurately</p>	<ul style="list-style-type: none"> <li>- Explain that exclamations are one of four sentence types</li> <li>- Explain that exclamations express force or strong emotion</li> <li>- Explain that an exclamation mark demarcates the end of an exclamation sentence</li> <li>- Explain that exclamations can start with 'what' or 'how' e.g. 'What fools people can be!'</li> <li>- Explain that exclamations can imply urgency 'We must save the rhinos!'</li> <li>- Explain that exclamations can imply surprise 'The scientists opened the tomb. It was empty!'</li> <li>- Write sentences that begin with 'what' or 'how'</li> <li>- End an exclamation with an exclamation mark as a stop mark</li> <li>- Write sentences that expresses force or strong emotion</li> <li>- Position exclamations at appropriate points in the paragraph e.g. as a topic sentence to start a paragraph in an informal letter</li> <li>- Write the exclamation mark within the inverted commas for speech</li> <li>- Match exclamations in speech with an appropriate verb in the narrative</li> </ul>	

<p>Explain the difference between question, exclamation, command and statement.</p>	<p>e.g. 'How well did Pipa look yesterday!' exclaimed Susan.</p> <ul style="list-style-type: none"> <li>- Explain that questions are the only sentence type that use a question mark as a stop mark</li> <li>- Explain that commands and exclamations are the only sentence types that use an exclamation mark as a stop mark</li> <li>- Explain that the statements are the only sentence type that require an object to complete the sentence</li> <li>- Explain that statements, exclamations and question all have a subject written into the sentence, whereas commands often have implied subjects</li> </ul>	
<p>Have complete confidence writing and articulating simple, compound and complex sentences</p>	<ul style="list-style-type: none"> <li>- Explain that a simple sentence must have a subject and a verb</li> <li>- Explain that a simple sentence must be a complete thought</li> <li>- Explain why a sentence is a simple sentence</li> <li>- Read simple sentences</li> <li>- Find simple sentences</li> <li>- Explain what the subject of a sentence is</li> <li>- Explain what a verb is</li> <li>- Explain what the object of a sentence is</li> <li>- Find examples of different subjects in sentences and say how they know they are subjects</li> <li>- Find examples of different verbs in sentences and say how they know they are verbs</li> <li>- Find examples of different objects in sentences and say how they know they are objects</li> <li>- Separate simple sentences from non-simple sentences (e.g. phrases, other strings of words)</li> <li>- Identify and discuss when a sentence is not simple and explain why</li> <li>- Identify the subject and verb in both clauses in compound and complex sentences</li> <li>- Explain that a main clause is a complete thought</li> <li>- Identify and explain a main clause</li> <li>- Explain that a subordinate clause cannot make sense on its own</li> <li>- Explain that a subordinate clause needs a subordinate conjunction</li> <li>- Identify subordinate conjunctions in sentences</li> <li>- Explain that a subordinate clause can be used at the beginning of the sentence</li> <li>- Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma</li> </ul>	

<p>To use the subjunctive form for sentences that include: opinion, belief, purpose, intention or desire</p>	<ul style="list-style-type: none"> <li>- Explain that the subjunctive form expresses conditional or imaginary situations</li> <li>- Explain that the subjunctive form can be used to express opinion, belief, purpose, intention or desire e.g. I wish I <u>were</u> able to fly</li> <li>- Explain that the subjunctive form can be used to express commands e.g. It is vital that she <u>attends</u> the meeting.</li> <li>- Explain that the subjunctive form can be used to express suggestions e.g. I suggest that you <u>take</u> a rain coat with you.</li> <li>- Explain the need to modify the verb when writing using the first person singular e.g. I request that he write to her (instead of 'write<u>s</u> to her')</li> <li>- Explain the need to modify the verb when using the verb 'to be' e.g. 'I wish I were able to fly' (instead of 'I was')</li> </ul>	
--	---	--

**PUNCTUATION**

<b>Key Learning Indicator</b>	<b>What the child will be able to do</b>	<b>Supporting Documents</b>
<p>Punctuate bullet points consistently</p>	<ul style="list-style-type: none"> <li>- write a bullet point list for items where the order is not important</li> <li>- write a bullet point list for listing more complicated information</li> <li>- write an introductory stem that begins with a capital letter and concludes with a colon</li> <li>- use a lower case letter and no stop mark for bullet points that complete the introductory stem</li> <li>- use a lower case letter and no stop mark for bullet points that complete the introductory stem</li> <li>- use a lower case letter and no stop mark after any bullet points that are not self-contained main clauses or do not complete the introductory stem</li> <li>- use all sentences or all fragments (never in combination in the same bullet point list)</li> <li>- start every bullet point a capital letter only if each bullet point is a self-contained main clause</li> </ul>	
<p>Explain why ellipsis is used</p>	<ul style="list-style-type: none"> <li>- Explain that ellipsis can be used to create suspense</li> <li>- Explain that ellipses can be used to show a pause</li> <li>- Explain that ellipses can be used to show an unfinished thought</li> <li>- Identify where ellipsis has been used and explain the pupose</li> </ul>	

Use ellipsis for effect	<ul style="list-style-type: none"> <li>- Use ellipses to: <ul style="list-style-type: none"> <li>• Create suspense</li> <li>• Show a pause</li> <li>• Show an unfinished thought</li> </ul> </li> <li>- Articulate why an ellipsis was used in own writing</li> </ul>	
Explain how hyphens can be used to avoid ambiguity	<ul style="list-style-type: none"> <li>- Know the difference between a hyphen and a dash</li> <li>- Explain how a hyphen is used to create compound adjectives e.g. sugar-free sweets</li> <li>- Explain how a hyphen can be used to show repetition in narrative e.g. "S-s-stop!"</li> <li>- Explain how a hyphen is used to avoid ambiguity e.g. a big city project/a big-city project.</li> </ul>	
Identify a colon that introduces a list or an idea	<ul style="list-style-type: none"> <li>- Explain that a colon can be used before a list when the list is preceded by a complete independent clause</li> <li>- Articulate the difference between a colon and a semi-colon</li> <li>- Identify a colon in literature and explain its use</li> </ul>	
Use a colon to introduce a list or an idea	<ul style="list-style-type: none"> <li>- Use a colon before a list when the list is preceded by a complete independent clause</li> <li>- Explain why a colon has been used</li> </ul>	
Identify a semi-colon and explain its function	<ul style="list-style-type: none"> <li>- Explain that a semi colon is used to join two closely related sentences into one sentence</li> <li>- Explain that it can be used to replace a full stop</li> <li>- Explain that it can be used to replace the conjunction <i>and</i></li> <li>- Identify where it has been used in texts</li> <li>- Explain how it has been used</li> </ul>	
Use a semi-colon and explain its function	<ul style="list-style-type: none"> <li>- Identify two closely related sentences</li> <li>- Use a semi colon to join</li> <li>- Explain why a semi colon was used and not a full stop</li> <li>- Explain why a semi colon was used and not a conjunction</li> </ul>	
Identify where a semi-colon, colon and dash are used to mark main clauses	<ul style="list-style-type: none"> <li>- Identify the main clauses</li> <li>- Explain how the semi-colon has been used to separate two related main clauses</li> <li>- Explain how a clause before a colon must be an independent clause</li> <li>- Explain how a dash highlights additional information or surprising points related to the main clause</li> </ul>	
Mark the boundary between main clauses using semi-colon, colon and dashes	<ul style="list-style-type: none"> <li>- Use a semi-colon to join related main clauses. Explain use</li> <li>- Use a colon after a main clause to add additional information. Explain use</li> <li>- Use a dash to add extra information. Explain use</li> </ul>	

## ORACY

YEAR 6	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read their completed work out loud in presentation voice	<ul style="list-style-type: none"> <li>- read own work out in a confident and clear voice</li> <li>- pause appropriately at full stops</li> <li>- change voice to indicate feelings</li> <li>- change voice to indicate a question</li> <li>- explain reasons for changes in voice</li> </ul>	
	Learn and recite a poem	<ul style="list-style-type: none"> <li>- retell the story in a confident and clear voice</li> <li>- change voice to indicate a change in mood</li> <li>- change voice to indicate a character</li> <li>- explain reasons for changes in voice</li> </ul>	
	Plan, prepare and deliver a PRESENTATION	<ul style="list-style-type: none"> <li>- identify a subject area to present</li> <li>- identify the audience(including demographic information)</li> <li>- include an introduction that contains a hook for the reader</li> <li>- include points in separate slides elaborated with at least three sentences. Each slide must open with an introduction and close with a concluding sentence</li> <li>- all slides linked by a related connecting phrase (where appropriate)</li> <li>- include a conclusion that summarises, challenges action, emphasises the authority of those presenting and links to the introduction</li> <li>- use accompanying diagrams/pictures to illustrate points</li> <li>- use examples to illustrate points</li> <li>- deliver a presentation in a confident and clear voice</li> <li>- pause appropriately between slides/points</li> </ul>	
	Plan, prepare and deliver an ARGUMENT for discussion	<ul style="list-style-type: none"> <li>- Identify the two sides of the argument</li> <li>- Choose a side to argue</li> <li>- Identify the audience</li> <li>- Include an introduction that contains a hook for the audience and highlights the main points of the argument</li> <li>- Elaborate main points in a reasoned argument</li> <li>- Present the opposing argument</li> <li>- Include a conclusion to summarise and emphasise main argument</li> <li>- Use a presentation if appropriate to argument</li> <li>- Deliver presentation in a clear and confident voice</li> <li>- Pause appropriately for effect</li> </ul>	

## TEXT STRUCTURE

### FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
To analyse and comment authoritatively on the structure of stories and poems	<ul style="list-style-type: none"> <li>- Identify the setting, characters, hook, closure, protagonist, antagonist, problem/dilemma, mini-problem, build up, climax, resolution and ending of any story read or heard</li> <li>- Identify the theme, setting, metre and characters in any poem read or heard</li> </ul>	
To structure stories and poems appropriately	<ul style="list-style-type: none"> <li>- Identify a genre for the story</li> <li>- Choose an appropriate setting and explain reason for choice</li> <li>- Create a mood for the setting and explain why</li> <li>- Write at least one paragraph to describe the setting – including rhetorical devices</li> <li>- Explain that a protagonist is the main character</li> <li>- Explain that an antagonist is the character who is against the main character</li> <li>- Create two characters or use characters from text</li> <li>- Explain that a problem in a story is a conflict that affects the characters</li> <li>- Explain the problem of the story</li> <li>- Explain why it is a problem</li> <li>- Write at least one paragraph to describe the problem</li> <li>- Explain the difference between a problem and a mini-problem</li> <li>- Write at least one paragraph to describe the mini-problem</li> <li>- Explain that a build up is how the author creates tension and uses action to get to the problem</li> <li>- Explain the build up to the problem</li> <li>- Write at least one paragraph to create the build up</li> <li>- Explain that the climax of a story is when the tension or action reaches its highest part</li> <li>- Explain the climax of the story</li> <li>- Write at least one paragraph to create the climax</li> <li>- Explain that the resolution is the part of the story that shows how the problem is resolved</li> <li>- Explain the resolution of the story</li> <li>- Write at least one paragraph to create the resolution</li> <li>- Explain that the ending of the story is how the story finishes</li> <li>- Explain the ending of the story</li> <li>- Write at least one paragraph to end the story</li> </ul> <p>Types of story endings:</p> <ul style="list-style-type: none"> <li>- Cliffhanger</li> </ul>	

YEAR 6



		<ul style="list-style-type: none"> <li>- Twist</li> <li>- Unhappy ending</li> <li>- Moral ending/lesson</li> </ul> <p>Poem:</p> <ul style="list-style-type: none"> <li>- Identify the theme</li> <li>- Consider the meter of the poem</li> <li>- Consider if the poem will rhyme and which rhyming device to use</li> <li>- Identify the type of poem to be written</li> <li>- Consider how many stanzas are required</li> </ul>	
	To use structure to enhance stories and poems	<p>Poem:</p> <ul style="list-style-type: none"> <li>- Explain why a poem has been structured in the way it has been structured</li> <li>- Discuss the number of stanzas</li> <li>- Discuss the rhyme (if applicable)</li> <li>- Discuss the choice of vocabulary</li> <li>- Compare to other poems with similar themes</li> <li>- Compare to poems with similar structure</li> <li>- Articulate reasons for chosen style and structure of poem</li> </ul> <p>Stories:</p> <ul style="list-style-type: none"> <li>- Explain the structure of a given story</li> <li>- Discuss the use of chapters/paragraphs</li> <li>- Identify the plot points</li> <li>- Discuss the pace of the story</li> <li>- Discuss the use of vocabulary</li> <li>- Arrtuclate reasons for chosen style and structure</li> </ul>	
	To use structure for clarification in stories and poems	<p>Poem:</p> <ul style="list-style-type: none"> <li>- Explain how the theme can be identified through the word choice</li> <li>- Explain how the stanzas have been used to deomnsrate clarity</li> </ul> <p>Story</p> <ul style="list-style-type: none"> <li>- Identify the genre and explain how this clarifies the structure of the story</li> <li>- Identify character types</li> <li>- Identify settings</li> <li>- Identify ending</li> <li>- Discuss how structure can clarify meaning in stories</li> </ul>	

**NON-FICTION**

**Key Learning Indicator**

**What the child will be able to do**

**Supporting Documents**

Write non-fiction texts which have:

- An introduction of at least two sentences that contains a hook for the reader
- Four points in separate paragraphs opened with an appropriate conjunction and elaborated with at least three sentences joined with conjunctions. Each paragraph opening with an introduction and closing with a concluding sentence
- All paragraphs linked by a related connecting phrase
- A conclusion that summarises, challenges action, emphasises wrtiter’s authrotiy and links to the introduction
- To use authoritative devices when writing non-fiction

- Discuss what the non-fiction text is about
- Explain that the introduction needs a hook to make the reader read on
- Write an introductory paragraph
- Discuss what extra information the text needs to give
- Write at least three paragraphs with additional information
- Use an appropriate connective phrase to join the sentences
- Ensure paragraphs are cohesive
- Explain that a conclusion is to summarise the information
- Write at least one concluding paragraph.

To utilise narrative within non-fiction writing

- Describe the typical structure of a non-fiction text
- Explain that narrative is the art of telling a story
- Plan a non-fiction text where the main point is not introduced in the first paragraph
- Provide the factual information using story writing techniques

Know and write the main features of a letter, a report, a diary entry, an instructional text, and explanation text, an advertisement, a brochure, a persuasive text, and argument and a discursive text

Letter:

- the sender’s address
- the reciever’s address
- the date
- the name/greeting at the start of a letter with Dear...
- the sign off with either Yours sincerely/Yours faithfully
- Know the difference between Yours sincerely and Yours faithfully

Report:

- Title
- Paragraphs with subheadings

- Introductory paragraph
- Concluding paragraph
- Fact not opinion
- Non-chronological
- Formal language

Diary:

- Date
- Chronological order
- 1<sup>st</sup> person narrative viewpoint
- Personal pronouns
- Informal and emotive language
- Opinion/point of view
- Past tense

Instructions:

- Imperative form of the verb
- Adverbials of time to show the order
- Chronological
- Bullet points/numbered
- Technical vocabulary
- Pictures and diagrams (where appropriate)

Explanation text:

- Audience – who are you explaining to?
- Purpose – why are you helping someone with this?
- Chronological order
- Diagrams to illustrate
- Introductory paragraph
- Concluding paragraph
- Generalisation
- Technical vocabulary
- Detail to help the reader to understand points

Advertisement:

- Title
- Informal language
- Opinions presented as facts
- Imperative form of the verb
- Slogans

- Hyperbole

Brochure:

- Title
- At least two different paragraphs with subheadings
- Introductory paragraph
- Concluding paragraph
- Fact not opinion
- Non-chronological
- Slogans
- Hyperbole

Persuasive texts:

- Title
- Subheadings
- Introductory paragraph
- Emphasising paragraphs
- Concluding paragraph
- Opinions presented as facts
- Hyperbole
- Each point builds on one viewpoint

Argument:

- Title
- Subheadings
- Reasoned and balanced viewpoint
- Introductory paragraph
- Paragraphs with arguments for
- Paragraphs with arguments against
- Reasoned conclusion

Discursive essay:

- Introduction to interest the reader
- Clear indication on position/stance in relation to the topic (for/against)
- Arguments with evidence
- One paragraph for counter argument
- Concluding paragraph to reiterate position
- Quotations
- No abbreviations or contractions – formal language

	To be able to identify and utilise bias and opinion	<ul style="list-style-type: none"><li>- Explain the meaning of bias</li><li>- Explain where readers encounter biased opinions</li><li>- Explain the benefits of bias</li><li>- Identify where bias has been used in newspaper articles</li><li>- Use bias in writing and give reasons for choice</li></ul>	
--	---	--	--

## COMPOSITION

### ANALYSIS

Key Learning Indicator	What the child will be able to do	Supporting Documents
<p>To identify, utilise and comment authoritatively on:</p> <p>Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Vocabulary choices Theme Narrative conflict Anthropomorphism Plot type Authorial viewpoint Tone Irony</p>	<p><i>Genre</i> – Science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends</p> <p><i>Plot outline</i> – The main events of the story</p> <p><i>Narrative viewpoint</i> – 1st, 2nd or 3rd person</p> <p><i>Hooks</i> – The opening of the story that grabs the readers attention</p> <p><i>Closure</i> – A sense of an ending</p> <p><i>Setting</i> – Where the story is set</p> <p><i>Characters</i> – the main characters (protagonist and antagonist)</p> <p><i>Problem</i> – resolvable situation</p> <p><i>Dilemma</i> – a difficult choice between two equally weighted elements</p> <p><i>Mini-problems</i> – short problems which create conflict throughout the story</p> <p><i>Mood</i> – The atmosphere of the story</p> <p><i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson</p> <p><i>Sentence structure</i> – the author’s use of sentences</p> <p><i>Vocabulary choices</i> – the author’s specific choices of vocabulary</p> <p><i>Theme</i> – how the meaning of a story is defined (not the plot) e.g. alienation, ambition, betrayal, courage, deception, discovery, escape, death, fear, freedom, good versus evil, jealousy, justice, loneliness, love, power, prejudice, security, spirituality, survival</p> <p><i>Narrative conflict</i> – The challenge the main characters face to solve in order to achieve their goals. Man vs. Self, Man vs. Man, Man vs. Society, Man vs. Nature, man vs. Machine, Man vs. Supernatural</p> <p><i>Anthropomorphism</i> – the attribution of human characteristics or behaviour to a god, animal or object</p> <p><i>Plot type</i> –</p> <ul style="list-style-type: none"> <li>○ Overcoming the monster – the protagonist sets out to defeat an antagonistic force (Theseus, Beowulf, Star Wars)</li> <li>○ Rags to riches – The protagonist acquires wealth, power, love (Cinderella, Aladdin, Jane Eyre)</li> <li>○ Quest – The protagonist sets out to acquire an important object or get to a location. They face obstacles along the way (The Odyssey, Watership Down)</li> </ul>	

YEAR 6

	<ul style="list-style-type: none"> <li>○ Voyage and return – The protagonist goes to a strange land, face threats and return with experience (Goldilocks, Peter Rabbit, The Hobbit)</li> <li>○ Comedy – Light and funny with a happy ending (A Midsummer Night’s Dream, Twelfth Night)</li> <li>○ Tragedy – The flaw or mistake of the protagonist is their undoing. The end is the fall of a good character (Macbeth, Anna Karenina)</li> <li>○ Rebirth – An event forces the protagonist to change their ways and become a better person (A Christmas Carol, Beauty and the Beast)</li> </ul> <p><i>Authorial viewpoint</i> – The voice used by author that expresses their opinions  <i>Tone</i> – The author’s attitude towards the topic  <i>Irony</i> – a figure of speech where the intended meaning is different to the actual meaning</p>	
<b>LANGUAGE DEVICES</b>		
<b>Key Learning Indicator</b>	<b>What the child will be able to do</b>	<b>Supporting Documents</b>
Articulate the difference between personification and pathetic fallacy	<ul style="list-style-type: none"> <li>- Articulate the meaning of pathetic fallacy</li> <li>- Articulate the meaning of personification</li> <li>- Identify the use of personification and pathetic fallacy in texts</li> <li>- Explain that pathetic fallacy is a specific type of personification</li> </ul>	
Use hyperbole in fiction and non-fiction writing	<ul style="list-style-type: none"> <li>- define hyperbole as an <i>unreal</i> exaggeration to emphasise the real situation</li> <li>- select a statement to exaggerate</li> <li>- exaggerate the selected statement beyond any literal meaning</li> <li>- identify where hyperbole has been used to develop contrasts</li> <li>- identify where hyperbole has been used to sensationalise</li> <li>- identify where hyperbole has been used for comedic effect</li> <li>- identify where hyperbole has been used to hook the reader’s attention (in text types such as advertisements)</li> </ul>	
Identify, use and explain assonance in fiction/non-fiction and poetry	<ul style="list-style-type: none"> <li>- explain the difference between a vowel sound and a consonant sound</li> <li>- define assonance as two or more words repeating the same vowel sound</li> </ul>	

		<ul style="list-style-type: none"> <li>- explain that words using assonance can be adjacent or closely connected (across adjacent lines or sentences)</li> <li>- identify where assonance has been used to make a line more memorable e.g. ‘a stitch in nine saves time’</li> <li>- write two words (verbs, adjectives, adverbs or nouns) that have the same vowel sound</li> <li>- write these two words in the same coherent sentence</li> </ul>	
	<p>Identify and utilise extended pathetic fallacy</p>	<ul style="list-style-type: none"> <li>- explain that pathetic fallacy is a type of personification</li> <li>- define pathetic fallacy as the attribution of non-human characteristics to the weather or nature</li> <li>- to suggest human characteristics through the following:             <ol style="list-style-type: none"> <li>1. a human verb</li> <li>2. a human adjective</li> <li>3. direct comparison</li> </ol>             e.g. (3) Closing its eyelids, the (2) exhausted sun (1) surrendered to the night.           </li> <li>- use pathetic fallacy to make the mood explicit to the reader e.g. ‘Some say the Earth/ Was feverous and did shake’ indicates it is an ominous mood on the night of Duncan’s murder in Macbeth</li> <li>- use pathetic fallacy to frame the subject matter in a poem</li> </ul>	
	<p>Use dialogue accurately and to enhance characterisation</p>	<ul style="list-style-type: none"> <li>- use inverted commas only around the words being spoken by each character</li> <li>- use appropriate punctuation before the closing inverted comma ( , . ! ? ...)</li> <li>- explain how the choice of punctuation impacts characterisation (e.g the difference in patience between “Would you mind making me a drink?” and “I want a drink now!”)</li> <li>- start each speaker on a new line/paragraph</li> <li>- when the same character continues speaking, continue in the same paragraph</li> <li>- use appropriate verbs to demonstrate how the character is speaking</li> <li>- use appropriate adverbs to demonstrate how the character is speaking</li> <li>- use distinct, unique speech patterns for specific characters e.g colloquialisms for specific characters</li> <li>- use speech, rather than narrative, to show character reactions</li> <li>- reduce the use of the narrative tags “he said” or “she said” to show a quick interchange of dialogue</li> </ul>	



	<p>Use quotes in non-fiction to add authority</p>	<ul style="list-style-type: none"> <li>- use inverted commas only around the words being quote by each source</li> <li>- use appropriate punctuation before the closing inverted comma (, . ! ? ...)</li> <li>- do not include adverbs to demonstrate how the source is speaking</li> <li>- use parentheses in the narrative to provide additional, relevant information on the source e.g. Mr Roberts (born in 1933) said, "The first time I saw a spitfire? I couldn't believe my eyes!"</li> <li>- explain that an eyewitness account provides a first-hand experience</li> </ul>	
	<p>Use flashback, foreshadowing, symbolism, suspense and irony</p>	<p>Flashback:</p> <ul style="list-style-type: none"> <li>- explain that a flashback is a scene in a novel or film that is set in a time earlier than the main narrative</li> <li>- use flashbacks to reveal important information about a character's history</li> </ul> <p>Foreshadowing:</p> <ul style="list-style-type: none"> <li>- explain that foreshadowing alludes to an event in the narrative prior to that event unfolding/happening</li> <li>- use foreshadowing to build dramatic tension in a narrative by building reader anticipation of what might happen</li> </ul> <p>Symbolism:</p> <ul style="list-style-type: none"> <li>- explain that symbolism is the use of symbols to signify ideas and qualities, by giving them symbolic meanings that are different from their literal sense</li> <li>- explain that symbols can take the form of objects, events or actions</li> <li>- specify the context of that a symbol is used in and explain how this impacts the meaning e.g a chain can be a symbol of union and imprisonment</li> <li>- use commonly understood symbols to correspond to keys themes e.g. a dove as a symbol of peace or black as a symbol of death/suffering</li> </ul> <p>Suspense:</p> <ul style="list-style-type: none"> <li>- explain that suspense is a feeling of anticipation that something risky or dangerous is about to happen</li> </ul>	

	<ul style="list-style-type: none"> <li>- Explain make the reader aware of the perilous situation before the character is aware of this situation so readers form a sympathetic association</li> </ul> <p>Irony:</p> <ul style="list-style-type: none"> <li>- explain that irony occurs when the actual meaning of the words signified is the opposite of the intended meaning</li> <li>- verbal irony: one what does not mean e.g. in response to a foolish idea we say, "Great idea!"</li> <li>- situational irony: the reader or audience are aware of a misfortune that the character is ignorant about e.g. a man is chuckling at the misfortune of another character, even when the same misfortunate is, unbeknownst to him, befalling him as well</li> <li>- use irony to build dramatic tension</li> <li>- use irony to create humour</li> </ul>	
Write with an authoritative tone for non-fiction	<ul style="list-style-type: none"> <li>- to write without qualifiers e.g "many believe that climate change is real" is not as impactful as "climate change is real"</li> <li>-</li> </ul>	
To use contrasting settings and characters in fiction writing		
<b>VOCABULARY</b>		
<b>Key Learning Indicator</b>	<b>What the child will be able to do</b>	<b>Supporting Documents</b>
Identify and use 10 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared	<ul style="list-style-type: none"> <li>- Explain that a synonym is another word with a similar meaning</li> <li>- Explain that an antonym is a word with an opposite meaning</li> <li>- Explain the meaning of one other synonym and antonym for each word</li> <li>- Discuss the different effect of the synonym and antonym</li> <li>- Use synonyms and antonyms in own writing</li> <li>- Explain vocabulary choice</li> </ul>	

<p>To identify and use 6 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young</p>	<ul style="list-style-type: none"> <li>- Explain that a synonym is another word with a similar meaning</li> <li>- Explain that an antonym is a word with an opposite meaning</li> <li>- Explain the meaning of one other synonym and antonym for each word</li> <li>- Discuss the different effect of the synonym and antonym</li> <li>- Use synonyms and antonyms in own writing</li> <li>- Explain vocabulary choice</li> </ul>	
<p>To identify and use at least 10 synonyms for said and move</p>	<ul style="list-style-type: none"> <li>- Explain that a synonym is another word with a similar meaning</li> <li>- Explain that an antonym is a word with an opposite meaning</li> <li>- Explain the meaning of one other synonym and antonym for each word</li> <li>- Discuss the different effect of the synonym and antonym</li> <li>- Use synonyms and antonyms in own writing</li> <li>- Explain vocabulary choice</li> <li>- Explain that no word is synonymous with said</li> </ul>	
<p>Identify and use 6 synonyms or descriptive phrases for: sunny, cloudy, rainy, and snowy</p>	<ul style="list-style-type: none"> <li>- Explain that a synonym is another word with a similar meaning</li> <li>- Explain that an antonym is a word with an opposite meaning</li> <li>- Explain the meaning of one other synonym and antonym for each word</li> <li>- Discuss the different effect of the synonym and antonym</li> <li>- Use synonyms and antonyms in own writing</li> <li>- Explain vocabulary choice</li> </ul>	
<p>To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur</p>	<ul style="list-style-type: none"> <li>- Identify a complex sentence and explain why it is complex</li> <li>- Explain that a subordinate clause does not make sense on its own</li> <li>- Explain the difference between a clause and a phrase</li> <li>- Explain what an adverbial phrase is</li> <li>- Identify the beginning of the sentence</li> <li>- Use an adverbial phrase at the beginning of the sentence</li> <li>- Explain the function of the adverbial phrase</li> <li>- Use a comma after the adverbial phrase</li> <li>- Continue writing the complete sentence</li> </ul>	
<p>Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN</p>	<ul style="list-style-type: none"> <li>- Explain the meaning of a cohesive connective</li> <li>- Explain what a cohesive phrase is</li> </ul>	

	CONTRAST CONCLUDE	<ul style="list-style-type: none"><li>- Identify why a cohesive phrase/connecticve has been used to:<ul style="list-style-type: none"><li>o Order</li><li>o Add to</li><li>o Explain</li><li>o Contrast</li><li>o Conclude</li></ul></li><li>- Write a cohesive connective/phrase to:<ul style="list-style-type: none"><li>o Order</li><li>o Add to</li><li>o Explain</li><li>o Contrast</li><li>o Conclude</li></ul></li><li>- Explain why the phrase or connective was chosen</li></ul>	
--	----------------------	---	--