

English Key Learning Indicators YR to Y6

English Key Learning Indicators YR to Y6												
END OF RECEPTION	READING SEE PROGRESSION OF TEXT ANALYSIS DOCUMENT AND READING CANON	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	<ul style="list-style-type: none"> Decode the initial code 	<ul style="list-style-type: none"> Apply learned phonic code when attempting to spell words. <p>NB name the handwriting scheme used. If you do not have one, the Education Team recommend Debbie Hepplewhite.</p>	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly (tripod grip in almost all cases). Form lower-case letters in the correct direction, starting and finishing in the right place. Demarcate words with clear finger spaces. Articulate that text reads from left to right and top to bottom. All letters formed as per school scheme: print. 	<ul style="list-style-type: none"> Begin to articulate that a sentence needs a subject (someone or something) and a verb (doing something). 	<ul style="list-style-type: none"> Use simple sentences accurately in speech. Write a statement 	<ul style="list-style-type: none"> Recognise a stop mark (full stop). Recognise a capital letter. 	<ul style="list-style-type: none"> Retell a familiar story in a presentation voice. Use interactive punctuation to punctuate oral sentences. Use past, present and future tense correctly. Organise, clarify and sequence events when talking. 	<ul style="list-style-type: none"> Identify and discuss the opening and resolution in a story, 	<ul style="list-style-type: none"> Listen to and identify non-fiction texts 	<ul style="list-style-type: none"> Understand the difference between fiction and non-fiction. Explain and identify: plot outline narrative viewpoint (who is telling the story) setting characters similar stories 	<ul style="list-style-type: none"> Identify simple rhyme 	<ul style="list-style-type: none"> Expand vocabulary using texts
	<ul style="list-style-type: none"> TERMINOLOGY 	sound, letter, capital letter, word, full stop, question mark										

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END OF Y1	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	<ul style="list-style-type: none"> Decode the extended code and polysyllabic words. 	<ul style="list-style-type: none"> Apply taught/learned code when attempting to spell words. Spell all the Y1 words listed as common exception words in NC English Appendix1: Spelling. 	<ul style="list-style-type: none"> Writing can be read without mediation. All letters formed as per school scheme (e.g. print). Writing shows clear difference of ascenders and descenders. 	<ul style="list-style-type: none"> Identify simple sentences - subject, verb (doing or being something), object. Know each sentence is a complete idea. Write simple sentences. Sentences are sequenced. Maintain a consistent tense in writing – simple past, simple present. Identify regular singular and plural nouns. Identify the coordinating conjunctions: and Identify compound sentences. 	<ul style="list-style-type: none"> Identify statements. Write statements. Identify questions. Write questions accurately. Know the difference between statements and questions. Identify commands. Write commands. 	<ul style="list-style-type: none"> Write sentences that open with a capital letter and close with a full-stop or question mark. Use a capital letter for names and for the personal pronoun I. 	<ul style="list-style-type: none"> Read own sentences aloud in presentation voice to a group. Use interactive punctuation to punctuate oral sentences. Learn and retell a short story. Learn and recite a short classic poem. 	<ul style="list-style-type: none"> Plan and write stories which have a clear opening, problem and resolution. Identify the plot points in any story studied. 	<ul style="list-style-type: none"> Know and write the main features of instructions. Know and write the main features of a simple report. 	<ul style="list-style-type: none"> Explain and identify: protagonist antagonist narrative perspective plot type 	<ul style="list-style-type: none"> Identify adjectives and their purpose. Use literal adjectives to describe nouns. Identify and use simple rhymes 	<ul style="list-style-type: none"> Identify and use at least one synonym and antonym for: size (big, small,) and temperature (hot, cold)
	<ul style="list-style-type: none"> TERMINOLOGY 	<ul style="list-style-type: none"> sound, letter, capital letter, lower case, word, singular, plural, punctuation, full stop, question mark 										

English Key Learning Indicators YR to Y6

END OF Y2	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	<ul style="list-style-type: none"> Decode the extended code and polysyllabic words. 	<ul style="list-style-type: none"> Apply taught/learned code when attempting to spell words. Spell all the Y2 words listed as common exception words in NC English Appendix1: Spelling. 	<ul style="list-style-type: none"> Writing shows attempts to join letters and words accurately. All letters formed as per school scheme. 	<ul style="list-style-type: none"> Identify and explain a MAIN CLAUSE. Write compound sentences using conjunctions: and, but, or, so. Write complex sentences using conjunctions: because, if when. Write using a combination of simple and compound and complex sentences. Maintain a consistent tense in writing – simple present, simple past and present progressive. Identify a subordinate clause. <p>NB pupils must be secure in this knowledge so you can teach and secure understanding of phrases and clauses and build on use of complex sentences and knowledge and understanding of tenses in Y3.</p>	<ul style="list-style-type: none"> Identify commands. Write commands. Identify exclamations. Write exclamations. Know the difference between statements, questions, exclamations and commands. Identify speech in sentences. Write speech by a single character. . 	<ul style="list-style-type: none"> Identify commas in lists and explain their purpose. Use commas in lists of words (noun phrases). Identify exclamation marks and explain their purpose. Use exclamation marks for emphasis e.g. <i>What big ears you have!</i> Identify inverted commas around spoken words. Identify and explain apostrophes for possession e.g. <i>Lisa's coat.</i> Use apostrophes for possession (singular – awareness of plural). Identify and explain CEW (Appendix 1) which have apostrophes for contraction. Spell CEW (Appendix 1) which have apostrophes for contraction e.g. <i>isn't.</i> 	<ul style="list-style-type: none"> Read own sentence/s aloud in presentation voice to own class. Learn and retell a short story. Learn by heart and recite a classic poem. 	<ul style="list-style-type: none"> Identify and discuss the opening, problem and resolution in a story. Write stories which have a clear opening, problems and resolution. Identify the plot points in any story studies and written. Plan plot points before writing a story. Identify chapters. Identify stanzas in poetry. 	<ul style="list-style-type: none"> Identify and discuss the opening, elaboration points and conclusion in non-fiction texts. Write non-fiction texts which have: a clear introduction: two different points elaborated (with at least two connecting ideas); a conclusion. Know the main features of a simple report, recount, instructions, letter. Write the main features of a simple report, recount, instructions, letter. 	<ul style="list-style-type: none"> Explain and identify: genre plot outline narrative viewpoint closure setting characters problem/dilemma Similar stories Sentence structure Vocabulary choices Be able to refer (when prompted) to the above when analysing a story. 	<ul style="list-style-type: none"> Use two adjectives separated by a comma to describe a noun. Use alliteration with one adjective and one noun. Identify a series of rhymes and rhyming patterns in poetry. Identify and utilise literal adverbs. 	<ul style="list-style-type: none"> Identify and use two synonyms and antonyms for big, small, hot, cold, happy, sad, scared. Identify and use at least 3 synonyms and antonyms for said and move. Identify and use a variety of speech verbs. Use conjunctions to: add to – and connect possibilities – or explain – because contrast – but sequence – next, then, after, that, first, second, finally
	<ul style="list-style-type: none"> TERMINOLOGY 	conjunction, exclamation mark, command, speech, comma, apostrophe, possession, contraction, noun phrase, alliteration, adverbs, suffix, past tense, present tense, rhyme, alliteration, rhetorical question										

English Key Learning Indicators YR to Y6

	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
END OF Y3	<ul style="list-style-type: none"> Decode with automaticity – green or blue on assessments in DIBELS Read with age appropriate fluency - 100 WPM in DIBELS fluency tests. 	<ul style="list-style-type: none"> Apply learned code when attempting to spell words. Spell correctly all Y1 & Y2 words listed as common exception words and 50% of words from Y3 & Y4 word list in NC English Appendix 1: Spelling. 	<ul style="list-style-type: none"> Join letters and words fluently following school scheme. 	<ul style="list-style-type: none"> Identify sentences which open with words other than nouns or pronouns (adverbial/prepositional phrase). Write sentences which open with an adverbial. Write sentences, which open with a preposition that indicates WHEN / WHERE an event occurred. Identify and explain a MAIN CLAUSE and a SUBORDINATE CLAUSE. Identify a PHRASE. Know the difference between a PHRASE and a CLAUSE. Identify and explain a COMPLEX SENTENCE. Maintain a consistent tense in a whole piece of writing – simple present and past, present progressive / continuous and present perfect tenses. Group ideas into paragraphs. 	<ul style="list-style-type: none"> Identify dialogue between two characters. Write dialogue between two characters. Identify and use questions accurately. Identify and use rhetorical questions accurately. Identify and use commands accurately. Identify and use exclamations accurately. Begin to write complex sentences with conjunctions: when, before, if, after, while, so, because. <p>NB pupils must be secure in identifying the difference between dialogue and narration so full speech punctuation can be secured in Y4.</p>	<ul style="list-style-type: none"> Identify and explain where apostrophes have been used for contraction and possession (singular and plural). Use apostrophes for contraction. Identify inverted commas used in speech. Use inverted commas accurately for speech. Identify and use a comma after an adverbial opener. 	<ul style="list-style-type: none"> Read their completed work out loud in presentation voice. Retell a story. Learn and recite a poem. Plan, prepare and deliver a PRESENTATION. 	<ul style="list-style-type: none"> Write narratives organised into paragraphs which include: <ul style="list-style-type: none"> A setting. Two characters – a protagonist and an antagonist. A problem. A build up and climax. A resolution. Identify and use paragraphs for a new speaker. Identify stanzas in poetry. 	<ul style="list-style-type: none"> Write non-fiction texts which have:: <ul style="list-style-type: none"> An introduction of at least one sentence. Two points in separate paragraphs elaborated with at least two sentences joined with conjunctions. A summarising conclusion of at least one sentence. Use headings and subheadings to organise content. Know and write the main features of a letter, instructions, a report, a recount and an explanation text. 	<ul style="list-style-type: none"> Explain and identify: <ul style="list-style-type: none"> Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mood Similar stories Sentence structure Vocabulary choices Theme Plot Type Be able to refer to the above when analysing a story either read or written. 	<ul style="list-style-type: none"> Identify and use expanded noun phrases accurately. Identify and use alliteration. Identify and write literal similes for comparison. Identify and begin to use exaggeration to persuade. Identify and begin to use rhetorical questions to persuade. Identify tricolons. Identify and use onomatopoeia in poetry. 	<ul style="list-style-type: none"> Identify and use three synonyms and antonyms for: big, small, hot, cold, happy, sad, scared. To identify and use two synonyms and antonyms for: tired, alert, fast, slow, old, young. To identify and use at least 5 synonyms and antonyms for said and move. Use conjunctions to: <ul style="list-style-type: none"> explain – as demonstrate cause and effect – so demonstrate conditionals – if sequence - when
	<ul style="list-style-type: none"> TERMINOLOGY 	paragraph, pronoun, article, dialogue, inverted commas, plural possession, preposition, adverbial phrase, consonant, word family, clause, subordinate clause, assonance, alliteration, hyperbole										

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END OF Y4	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	<ul style="list-style-type: none"> Decode with appropriate fluency (automaticity and prosody) – green or blue on assessments in DIBELS Read with age appropriate fluency - 110 WPM in DIBELS fluency tests. 	<ul style="list-style-type: none"> Apply learned code when attempting to spell words. Spell correctly all Y1 & Y2 words listed as common exception words and all words from Y3 & Y4 word list in NC English Appendix 1: Spelling. 	<ul style="list-style-type: none"> Join letters and words fluently following school scheme. 	<ul style="list-style-type: none"> Identify and explain a MAIN CLAUSE and a SUBORDINATE CLAUSE. Write complex sentences that open with a preposition indicating WHERE / WHEN an event occurred. Write sentences which open with a present participle, e.g. <i>Brimming with excitement, she jumped out of bed.</i> Write sentences which open with an adverbial. Write sentences which include a PHRASE. Identify and explain when to begin a new paragraph. Organise ideas into paragraphs according to TIME, PLACE, SUBJECT, DIALOGUE. 	<ul style="list-style-type: none"> Identify and use questions accurately. Identify and use commands accurately. Identify and use exclamations accurately. Explain the difference between question, exclamation, command and statement. 	<ul style="list-style-type: none"> Identify and explain why a comma was used when two main clauses are joined with FOR, AND, NOR, BUT, OR YET, SO. e.g. <i>Tom went to the park, and he bought an ice cream. ✓</i> Use a comma with FOR, AND, NOR, BUT, OR, YET, SO when the conjunction joins two main clauses and second clause contains a subject. Recognise when a comma splice has been used and be able to correct it. e.g. <i>Tom went to the park, and bought an ice cream. X</i> Use commas to separate a subordinate clause from a main clause. Identify, use and explain where apostrophes have been used for contraction and possession (singular and plural). Identify why all punctuation marks have been used in speech sentences. Use full speech punctuation accurately. Identify why and be able to use a comma after present participle opener (ing). 	<ul style="list-style-type: none"> Read their completed work out loud in presentation voice. Learn and recite a poem. Plan, prepare and deliver PRESENTATION 	<ul style="list-style-type: none"> Write stories organised into paragraphs which include: <ul style="list-style-type: none"> A setting. Main characters – including a protagonist and an antagonist. A problem/dilemma. A build up and climax. A resolution. An ending – an event or suggestion beyond the resolution. Identify stanzas in poetry. 	<ul style="list-style-type: none"> Write non-fiction texts which have: <ul style="list-style-type: none"> An introduction of at least two sentences. Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. At least two paragraphs linked by a related connecting phrase. A summarising conclusion. Know and write the main features of a letter, instructions, a report, a recount (biography) an explanation text. Identify and use formal language. Know the difference between fact and opinion. 	<ul style="list-style-type: none"> Identify and explain: <ul style="list-style-type: none"> Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mood Similar stories Sentence structure Vocabulary choices Theme Narrative conflict Plot Type Authorial viewpoint Be able to refer to the above when analysing a story either read or written. 	<ul style="list-style-type: none"> Identify and use repetition. Identify and use dialogue for characterisation. Identify and use exaggeration effectively. Identify and use abstract similes and metaphors. Identify and use epithets. Give examples linked to PKC? Identify and use tricolon. (power of three) Identify personification Identify examples of foreshadowing. 	<ul style="list-style-type: none"> Identify and use synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, scared and sad. To identify and use synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young, To identify and use synonyms and antonyms for said and move. Identify and use synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. Use conjunctions or conjunctive adverbs to: demonstrate cause and effect – since contrast – however compare – similarly sequence – before, after
	<ul style="list-style-type: none"> TERMINOLOGY 	present participle, complex sentence, adverbial, fronted adverbials, modifying adjectives, modifier, exclamation, repetition, onomatopoeia, personification, subordinating conjunctions, possessive pronoun, determiner, flashback, hyperbole, contrast, alliteration, hyperbole, personification, rhetorical question, assonance										

English Key Learning Indicators YR to Y6

READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
			STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
<ul style="list-style-type: none"> Read with age-appropriate fluency (automaticity and prosody) – green or blue on assessments in DIBELS Read with age appropriate fluency - 114 WPM in DIBELS fluency tests. 	<ul style="list-style-type: none"> Apply learned code when attempting to spell words. Spell correctly all Y1 & Y2 words listed as common exception words, all words from Y3 & Y4 word list and 50% of words from Y5 & Y6 word list in NC English Appendix 1: Spelling. 	<ul style="list-style-type: none"> Join letters and words fluently following school scheme. 	<ul style="list-style-type: none"> Identify sentences which open with a subordinate clause. Write sentences which open with a subordinate clause. Identify a relative clause using who, whom, which, whose, that. Write relative clauses using who, whom, which, whose, that. Write complex sentences that open with an adverbial indicating WHEN, WHERE, HOW and WHY events occurred. Write sentences which include a PHRASE. Identify and explain modal verbs: might, should, will, must Identify and begin to explain the difference between active and passive voice. <p>NB pupils must have secure knowledge of clauses, phrases, simple, progressive / continuous and perfect verb forms.</p>	<ul style="list-style-type: none"> Identify and use questions accurately, including rhetorical. Identify and use commands accurately. Identify and use exclamations accurately. Explain the difference between a question, exclamation, command and statement sentence. Write sentences with varied structures such as: multi-clause, embedded relative clause, with phrases including question tags. Use the subjunctive form for conditional sentences e.g. <i>If he were to arrive late...</i> 	<ul style="list-style-type: none"> Identify and explain commas to separate a subordinate clause. Use commas to separate a subordinate clause. Identify commas surrounding an embedded clause or phrase. Use commas to separate an embedded clause or phrase. Identify and explain where brackets, commas and dashes indicate parenthesis. Use brackets, commas and dashes to indicate parenthesis. Identify a semi colon and explain its function. Use a semi colon accurately. 	<ul style="list-style-type: none"> Read completed work out loud in presentation voice Learn and recite a poem. Learn and declaim a Shakespeare soliloquy. Plan, prepare and deliver a PRESENTATION. 	<ul style="list-style-type: none"> Sentences in paragraphs are logically connected with words that signal a connection or change of emphasis. Write stories organised into paragraphs which include: <ul style="list-style-type: none"> An opening which includes- <ul style="list-style-type: none"> A setting, main characters, a hook, mood, in keeping with the closure. Main characters – including a protagonist and an antagonist. A problem/dilemma. A mini-problem A build up and climax. A resolution. An ending – an event or suggestion beyond the resolution and that references the opening. Identify different paragraph lengths to create mood, add emphasis or alter the pace of the narrative. Identify and understand a scene and an act in a play. 	<ul style="list-style-type: none"> Build cohesion within and across paragraphs using a full range of conjunctions and conjunctive adverbs. Build cohesion within paragraphs through repetition of a word, phrase or adverbial. Write non-fiction texts which have: <ul style="list-style-type: none"> An introduction of at least two sentences that contains a hook for the reader. Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. 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 writer’s authority and links to the introduction. Use authoritative devices when writing non-fiction. Know and write the main features of a letter, report, recount, instructional text, explanation text, persuasive text and argument. Identify bias and opinion. Know the difference between fact and opinion. 	<ul style="list-style-type: none"> Identify and explain: <ul style="list-style-type: none"> 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 Be able to refer to the above when analysing a story either read or written and be able to articulate a deepening understanding 	<ul style="list-style-type: none"> Identify and use personification. Identify and use pathetic fallacy. Identify and use metaphors and similes. Identify and explain hyperbole. Identify and explain the overuse of adjectives and adverbs in writing. Use specific nouns and verbs in place of noun/adjective and verb/adverb combinations. Use assonance in poetry. Identify and explain foreshadowing. 	<ul style="list-style-type: none"> Identify and use 7 synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. Identify and use 5 synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young. Identify and use at least 10 synonyms and antonyms for said and move. Identify and use 4 synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. Use conjunctions or conjunctive adverbs to: <ul style="list-style-type: none"> add to – furthermore demonstrate cause and effect – as a result, therefore contrast – whereas demonstrate conditionals – unless sequence – whilst
<ul style="list-style-type: none"> TERMINOLOGY 	past participle, relative clause, modal verb, phrase, clause, embedded clause, bracket, dash, parenthesis, mini-problem, metaphor, hyperbole, cohesion, modal verb, ambiguity, relative pronoun, scene, act, cast										

END OF Y5

English Key Learning Indicators YR to Y6

READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
			STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
<ul style="list-style-type: none"> Read with age-appropriate fluency (automaticity and prosody) – green or blue on assessments in DIBELS Read with age appropriate fluency - 127 WPM in DIBELS fluency tests. 	<ul style="list-style-type: none"> Apply learned code when attempting to spell words. Spell correctly all Y1 & Y2 words listed as common exception words, all words from Y3 & Y4 word list and all words from Y5 & Y6 word list in NC English Appendix 1: Spelling. 	<ul style="list-style-type: none"> Join letters and words fluently following school scheme. 	<ul style="list-style-type: none"> Write complex sentences that are extended using conjunctions to include more than two main clauses e.g. <i>She drew a pair of black trousers, worn thin at the knee ('worn at the knee' is surprisingly difficult to draw, but she did her best) and on top of them the torso and head of a woman.</i> (From Rooftoppers by Katherine Rundell page 31) Identify and explain use of reported speech. Identify and explain the difference between active and passive voice. At this stage pupil are expected to be able to use all the school's standards in their writing but do so with greater confidence, maturity, proficiency and appropriateness. 	<ul style="list-style-type: none"> Identify and use questions accurately. Identify and use commands accurately. Identify and use exclamations accurately. Explain the difference between question, exclamation, command and statement. Have complete confidence writing and articulating simple, compound, complex and multi-clause sentences. Use the subjunctive form for sentences that include: opinion, belief, purpose, intention or desire. 	<ul style="list-style-type: none"> Punctuate bullet points consistently. Explain why ellipsis is used. Use ellipsis for effect. Explain how hyphens can be used to avoid ambiguity. Use hyphens to avoid ambiguity. Identify a colon that introduces a list or an idea. Use a colon to introduce a list or an idea. Identify a semi-colon and explain its function within lists. Use a semi-colon and explain its function Identify a dash and explain its function. Use a dash in writing. Use brackets, commas and dashes to indicate parenthesis. Identify where a semi-colon, colon and dash are used to mark main clauses Mark the boundary between main clauses using semi-colon, colon, dash 	<ul style="list-style-type: none"> Read completed work aloud in presentation voice. Learn and recite a poem with prosody. Plan, prepare and deliver a PRESENTATION. Plan, prepare and deliver an ARGUMENT for discussion 	<ul style="list-style-type: none"> Sentences in paragraphs are logically connected with words that signal a connection, change or emphasis. Write stories organised into paragraphs which include: <ul style="list-style-type: none"> an opening that includes a setting, main characters, a hook and creates mood. Main characters – including a protagonist and an antagonist A problem / dilemma A mini problem Build up & climax A resolution An ending – an event or suggestion beyond the resolution and that references the opening. Identify different paragraph lengths to create mood, add emphasis or alter the pace of the narrative. Identify and understand a cast list, scene and act in a play. Analyse and comment authoritatively on the structure of stories and poems Structure stories and poems appropriately Use structure to enhance stories and poems Use structure for clarification in stories and poems 	<ul style="list-style-type: none"> Build cohesion within and across paragraphs using a full range of conjunctions and conjunctive adverbs. Build cohesion within paragraphs through repetition of a word or phrase or adverbial. Write non-fiction texts which have: <ul style="list-style-type: none"> An introduction of at least two sentences that contains a hook for the reader. At least three points in separate paragraphs opened with a topic sentence and elaborated with at least three sentences and closed with a concluding sentence. All paragraphs linked by a related connecting phrase. A conclusion that summarises, links to the introduction and, where relevant, challenges action. Use authoritative tone when writing non-fiction. Know & write main features of a letter, report, recount, instructional text, explanation text, persuasive text, argument and discursive text. Identify and use bias and opinion. Know difference between fact & opinion. 	<ul style="list-style-type: none"> Identify, use and comment authoritatively on: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify and use personification and pathetic fallacy (articulating the difference). Use hyperbole in fiction and non-fiction writing. Identify and use assonance in fiction, non-fiction and poetry. Identify and utilise extended pathetic fallacy Identify and use metaphors and similes. Identify and explain overuse of adjectives and adverbs in writing. Use dialogue accurately and to enhance characterisation. Use quotes in non-fiction to add authority. Identify and explain foreshadowing. Use foreshadowing, symbolism, suspense and irony Write with an authoritative tone for non-fiction To use contrasting settings and characters in fiction writing 	<ul style="list-style-type: none"> Identify and use 10 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. Identify and use 6 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young, Identify and use at least 10 synonyms for said and move. Identify and use 6 synonyms or descriptive phrases for: sunny, cloudy, rainy, and snowy. Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to: <ul style="list-style-type: none"> ORDER / SEQUENCE ADD TO EXPLAIN CONTRAST CONCLUDE DEMONSTRATE CONDITIONALS
<ul style="list-style-type: none"> TERMINOLOGY 	formal, informal, question tag, passive, active, bullet point, hyphen, colon, semi-colon, flashback, foreshadowing, timeslip, symbolism, suspense, irony, mood, tone, theme, antonym,										

END Y6