



Work hard. Be kind.

CHOOSE TO... LISTEN, LEARN, LEAD AND LOOK AFTER.

Writing Genres (Fiction)



Write to describe!

Painting a picture in the reader's mind.

- Setting description
- Character description



Write to entertain!

Gripping the reader with your words.

- Stories (adventure, mystery, fantasy, etc)



Write to perform!

Giving the reader the tools to perform.

- Playscripts



Write to recount!

Telling the reader about previous events.

- Newspaper reports
- Letters (formal/informal)
- Diaries
- Recount

Key questions:

What information do we need to include in a character description?

Do we need to write in a formal or informal tone?

What is the structure of the text?

What are the features of the text?

What is the purpose of the genre?

Who is the audience?

NB. Recount is non-fiction but can count as fiction when used to recount story events.



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Writing Genres (Non Fiction)



Write to recount!

Telling the reader about previous events.

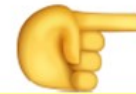
- Newspaper reports
- Letters (formal/informal)
- Diaries
- Recount



Write to discuss!

Outlining different points of view

- Balanced argument



Write to instruct!

Pointing the reader in the right direction.

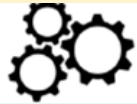
- Instructions



Write to inform!

Telling your reader about something or someone.

- Non-chronological report
- Information leaflet/booklet
- Information book
- Biographies/autobiographies



Write to explain!

Telling the reader how things work or how to do something.

- Explanation texts



Write to persuade!

Calling the reader to agree with you.

- Brochures/leaflets
- Letters (formal/informal)
- Posters
- Unbalanced argument



Write to summarise!

Picking out key points for the reader.

- Summaries (e.g. summary of a story)



Write to review!

Giving the reader your opinion.

- Book/film reviews
- Experience/location reviews (e.g. Trip Advisor)

Key questions:

What information do we need to include in a character description?

Do we need to write in a formal or informal tone?

What is the structure of the text? What are the features of the text?

What is the purpose of the genre? Who is the audience?




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Word Classes

Noun– the name of a thing (common noun) person, eg: table, board etc. A place or person (proper noun), eg: London, Mary.

Pronoun– used in place of a noun or noun phrase to avoid repetition, eg: I, you, it, we, us, them, those etc.

 **Verb**– a word that shows an action or a state of being. It can show what someone is doing or did, eg: speaking, lived or been.
'I listen to the word and then repeat it.'

 **Adverb**– a word that modifies a verb, an adjective or another adverb. It explains how (often), where and when, eg: slowly, very, always, well, too etc.

 **Adjective**– a word that describes a noun, eg: fragile, beautiful etc.

Preposition– a positional word which shows the relationship of a noun, noun phrase or pronoun to another word, eg: on, in, from, with, inside etc.

Conjunctions– Joins two words, ideas, phrases together and shows how they are connected, eg: and, or, but, because, until, if etc.

Determiner– tells you whether something is known or unknown, some examples are: articles (a, an), quantifiers (some, many), possessives (her, his or my) etc.

Key questions:

What is its function? How does it affect the sentence? What is its form?

How can we use these classes in our writing to build a sentence?



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Grammar Year 1 and 2

Clauses– a group of words containing a subject and a verb, *eg: I stood in front of the door.*

Statement– provides a fact, *eg: James won the game.*

Question– a type of sentence expressed in a form that requires an answer, *eg: Can I have a drink please?*

Exclamation– to express surprise or shock, *eg: We finally won!*

Command– giving an instruction, *eg: Run to the door.*

Noun phrase- a group of words that include a noun, adjective, adverb or article, *eg: A huge tree.*

Expanded noun phrase– a noun phrases with added detail, *eg: A huge tree with green leaves.*

Present tense– expressing action that is currently happening now, *eg: I am walking through the woods.*

Past tense– expressing an action that has already happened, *eg: I walked through the woods.*

Progressive form (past, present, future)- a verb tense that is used to refer to an action or state that is continuing to happen, *eg: (past) I was going, he was seeing, (present) I am going, he is seeing, (future) I will be going, he will be seeing.*

Subordination– the process of connecting two sentences or parts of a sentence together to show that one part is more important than the other, *eg: using (when, if, that, or, because)*

Coordination– combining two sentences or ideas that are of equal value, *eg using (or, and, but)*

Key questions: How do clauses affect the sentences effect? Why would a phrase be exclaimed? Is standard English more appropriate for informal or formal writing? Why?



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Grammar Year 3 and 4

Present perfect form- an action or state that either occurred at an indefinite time in the past (e.g., *we have talked before*) . This tense is formed by *have/has + the past participle*.

Prepositions to express time and cause- a word that comes before a noun (time: *before, after, at, until etc*, cause: *because of, due to, from, for etc*)

Fronted adverbials- words or phrases at the beginning of the sentence to describe the action that follows, eg: *As soon as she could, Tracey ran out to play.*

Possession- the state of having, owning or control something.

Consonant- letters of the alphabet that are not vowels, eg: *b, c, d etc.*

Vowel- letters of the alphabet that representing a vowel sound (*a, e, I, o, u*).

Determiners- a modifying word that determines the kind of reference a noun or noun group, eg: *a, the, every etc.*

Key questions:

What is possession? What does past progressive describe?

Where do we use determiners? Why?



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Grammar Year 5 and 6

Relative pronouns– is a word that is used to begin a relative clause: *who, which, that, whose, whom*.

Relative clause– a subordinate clause that begins with a relative pronoun, *eg: Daniel, who wore a red jacket, was late for work.*

Subject– the person, place, or thing that is performing the action of a sentence.

Object– the thing/person that an action is done to.

Passive voice– when the subject of a sentence receives the action of the verb rather than performing the action, *eg: 'Harry ate the cake' (active) or 'The cake was eaten by Harry' (passive).*

Synonym– a word that has the same or nearly the same meaning as another word.

Antonym– a word that has an opposite meaning to another.

Modal verbs– verbs that distinguish possibility or certainty.

Subjunctive form– expresses wishes, suggestions, demands or desires in a sentence, *eg: I wish it were Friday.*

Key questions:

What is the difference between antonyms and synonyms? Why would you use a relative pronoun?

How does subject and object affect passive and active voice?




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Punctuation

Year 1:


Capital letter  - used for names of people, places, days of the week and the personal pronoun 'I', eg:


James, London, Thursday etc.


Full stop-  used at the end of a sentence, eg:
Kareem opened the door.

Finger spaces- spaces used between words.

Year 2:

Exclamation marks-  indicating an exclamation, eg: Come over here!

Question marks  - a sentence posed to gain more information, eg:
How are you?

Commas for lists  - indicating a pause between parts of a sentence or to separate items, eg: He is a strong, healthy man.

Apostrophes for contracted forms and the possessive- (') indicates two words that have been shortened to create one word and words to show something belongs to something, eg: Sam's hat, the boys' toilets.

Key questions:

Where are capital letters used? Why are finger spaces important?

What is the difference between singular and plural apostrophes for possession?



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Punctuation

Year 3/4:

Commas after fronted adverbials-

(,) are used to separate the adverbial from the main part of the sentence, eg:

With frustration,
Jack walked away.

Inverted commas-

(" ") shows where direct speech takes place, eg: "Are you coming?" asked Sarah.

Year 5/6:

Commas to clarify meaning or avoid ambiguity– makes sure the meaning of a sentence is clear, eg: 'Let's eat Grandma' implies Grandma needs to be eaten and 'Let's eat, Grandma' implies the person wants to eat with Grandma.

Hyphens to avoid ambiguity– used to join words or parts of words, eg: pick-me-up, long-term etc.

Brackets/dashes/commas for parenthesis– punctuation to insert an explanation or afterthought into a passage which is grammatically complete without it. Dashes and commas (- ,) are used for more informal pieces of writing, eg: *Jaspreet, who had no sleep in the night, struggled to wake up in the morning.*

Semi-colons/colons/dashes to mark boundaries between independent clauses- (;) two independent clauses that are not joined by a conjunction (for, and but etc), eg: *The door swung open; a masked figure strode in.* (:.) two clauses that are directly linked with an explanation, eg: *All the children agreed: chocolate was the best ice-cream flavour.* (-) an informal way of explaining or clarifying a point or used to draw attention—a dash for drama., eg: *Mr Jones demands one thing in his classroom—manners.*

Colon to introduce a list– used after a complete sentence to introduce a list of items, eg: *You will be required to bring many items: a sleeping bag, pans, warm clothes and some food.*

Bullet points– a symbol used to introduce an item in a list, eg: In this recipe you will need:

- Milk
- Eggs


Key questions: What genres of writing would we use direct speech? Why? When would you add parenthesis to a sentence? Are dashes for parenthesis more formal or informal? Why would you use a semi colon for this sentence?





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Reading Domains


 **Vocabulary/meaning of words (Y1+):** discussing and clarifying new words in a context.


 **Inferences (Y1+):** a conclusion reached on the basis of evidence and reasoning.


 **Predictions (Y1+):** using evidence from the text to say what may happen next, what events may unfold or how a character may behave.

 **Explain (Y2+):** explain and discuss their understanding of books, poems and other material, both those that they listen to.

 **Retrieval (Y1+):** taking information directly from the text, looking for key words.

 **Summary (Y3+):** ordering events from the text.

 **Sequencing (Y2+):** extracting the most important events to portray ideas in a clear way.

 **Comparisons (Explain) (Y5+):** To point out similarities and differences within and across books.

Key questions:

What does the word... suggest about...? Find a copy a group of words which shows that...? What voice might this character use? What is happening now? Do you think the choice of setting will influence how the plot develops? Is the use of...effective? How would you describe the story/text?

Vocabulary:

Vocabulary: the words in a language.

Phoneme: the units of sound that can be heard—p/a/t.

Grapheme: the written representation of a sound, eg: ph makes the 'fff' sound.

GPC: being able to match phonemes to graphemes.

Syllable: single units of pronunciation, eg: in/fer/no.

Fluency: the ability to read easily and accurately.

Common exception words: words that can be sounded out but haven't been taught yet.

Automaticity: the ability to read words quickly and accurately without having to overtly blend.

Prosody: the tune and rhythm of speech and how they contribute to meaning.

Comprehension: the ability to understand something.

Root word: a basic word with no prefix or suffix added.

Suffix: letters added to the end of a root word to change the meaning.