

ENGLISH KEY LEARNING INDICATORS
YEAR 5
SUPPORTING MATERIALS

YEAR 5	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	e.g. Sounds Write planning
YEAR 5	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'	- Make phonetically plausible attempts to spell unfamiliar words - Say the word in its precise syllables, segment words into syllables , sound out each syllable - Blend the sounds together - Manipulate sounds to create new words	e.g. Sounds Write planning 49-sounds_write_english_spellings_lexicon SW 3000 words scope and sequence June 21
	TRANSCRIPTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
YEAR 5	Join letters and words fluently following school scheme	- Form and join lower-case letters in the correct direction, starting and finishing in the right place - Form and join all letters accurately from memory - Know that capital letters do not join to lower case letters - Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory - Join all letters accurately from memory	http://debbiehepplewhitehandwriting.com/free_resources.html Handwriting CPD on DEMAT CPD website

SENTENCE STRUCTURE

STRUCTURE AND GRAMMAR

YEAR 5	SENTENCE STRUCTURE		
	STRUCTURE AND GRAMMAR		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify sentences which open with subordinate clauses	- Recognise that all clauses need a verb - Explain that a subordinate clauses require a main clause to make sense - Explain that a subordinate clause does not make sense on it own - Explain that a subordinate clause always starts with a subordinating conjunction - Provide example of common subordinating conjunctions (eg. in order to, although, because, if) - Explain that if a subordinate clause succeeds a main clause, the sentence does not requires a comma to separate the clauses - Explain that if a subordinate clause proceeds a main clause, the sentence requires a comma separate the clauses - Explain that all sentences that contain a subordinate clauses are complex sentences - Read sentences that contain subordinate clauses - Identify examples of different subordinate clauses in sentences - Separate subordinate clauses from other clauses types	See subject knowledge pack Section one: sentences
	Write sentences which open with a subordinate clause	- Capitalise the subordinating conjunction at the start of the sentence - Write a proceeding main clause after the subordinating clause - Use a comma to separate the subordinate clause from the main clause - Maintain a consistent verb tense across the sentence (eg. past tense in both the subordinate clause and the main clause) - Vary examples of subordinating conjunctions and subordinate clauses across the same piece of writing	See subject knowledge pack Section one: sentences Section four: punctuation
	Identify a relative clause using who, whom, which, whose, that	- Recognise that all clauses need a verb - Explain what a pronoun is - Identify which pronoun a relative pronoun relates to	See subject knowledge pack Section one: sentences Section four: punctuation



	- Explain that a relative clause adds extra information to a pronoun - Explain that who, whom, which, whose, that are all examples of relative pronouns - Explain that a pronoun always proceeds a relative pronoun - Identify where relative clauses have been embedded in sentences - Identify where relative clauses have been used after main clauses - Identify the use of brackets, dashes and commas (always in pairs) to demarcate embedded relatives clauses - Identify the use of brackets (always in pairs), dashes and commas (always singular use) to demarcate relative clauses after the main clause	
Write relative clauses using who, whom, which, whose, that	- Write pronouns which needs extra information - Write relative clauses that begin with the relative pronouns: who, whom, which, whose, that - Use a relative pronoun that is appropriate to the chosen pronoun (eg. Macbeth, who/ Ely, which) - Use brackets, dashes and commas (always in pairs) to demarcate embedded relatives clauses - Use brackets (always in pairs), dashes and commas (always singular use) to demarcate relative clauses after the main clause	See subject knowledge pack Section one: sentences Section three: punctuation Section four: punctuation
Identify and explain modal verbs might, should, will, must	- Explain that modal verbs only have one form (eg. you cannot add the suffix 'ing' to these words) - Explain that modal verbs modify the main verb - Explain that modal verbs always proceed the main verb - Explain that modal verbs can indicate obligation (eg. You <u>must</u> remember...) - Explain that modal verbs can indicate possibility (eg. You <u>might</u> share...) - Explain that modal verbs can indicate willingness or ability (Nicole <u>will</u> babysit...)	See subject knowledge pack Section one: sentences



Write complex sentences that open with an adverbial phrase indicating WHEN, WHERE, HOW and WHY events occurred	- Identify a complex sentence and explain why it is complex - Explain that a subordinate clause does not make sense on its own - Explain the difference between a clause and a phrase - Explain what an adverbial phrase is - Identify the beginning of the sentence - Use an adverbial phrase at the beginning of the sentence - Explain the function of the adverbial phrase - Use a comma after the adverbial phrase - Continue writing the complex sentence	See subject knowledge pack Section one: sentences Section four: punctuation
Write sentences which include a PHRASE	- Identify sentence type – simple, compound, complex - Explain why including a phrase does not change the type of sentence - Explain which type of phrase has been used and explain why it was used	See subject knowledge pack Section one: sentences Section four: punctuation
Identify and begin to explain the difference between active and passive voice	- Identify sentences written in the active voice - Explain that the subject performs the action in sentences in the active voice (Will kicked the ball.) - Identify sentences written in the passive voice - Explain that in sentences with the passive voice the subject of the sentence has something done to it by someone or something (The ball was kicked by Will.) - Articulate the difference between the active and passive voice - Explain when the passive voice is more likely to be used (e.g. so the reader focuses on the object, particularly in suspense writing)	See subject knowledge pack Section one: sentences Section two: tenses Section four: punctuation

TYPES OF SENTENCES

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify exclamations and use exclamations correctly	- Explain that exclamations are one of four sentence types - Explain that exclamations express force or strong emotion - Explain that an exclamation mark demarcates the end of an exclamation sentence - Explain that exclamations can start with 'what' or 'how' e.g. 'What fools people can be!' - Explain that exclamations can imply urgency 'We must save the rhinos!' - Explain that exclamations can imply surprise 'The scientists opened the tomb. It was empty!'	See subject knowledge pack Section one: sentences Section four: punctuation
	- Write sentences that begin with 'what' or 'how' - End an exclamation with an exclamation mark as a stop mark - Write sentences that expresses force or strong emotion - Position exclamations at appropriate points in the paragraph e.g. as a topic sentence to start a paragraph in an informal letter - Write the exclamation mark within the inverted commas for speech - Match exclamations in speech with an appropriate verb in the narrative e.g. 'How well did Pipa look yesterday!' exclaimed Susan.	See subject knowledge pack Section one: sentences Section four: punctuation
Identify and use questions accurately, including rhetorical	- Explain that questions are one of four sentence types - 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) - Explain that a question mark demarcates the end of a question sentence - Explain that questions are asked by a writer and/or characters within a text - Position questions at appropriate points in the text e.g. as a headlines to hook the reader's attention in a newspaper - Write the question mark within the inverted commas for speech	See subject knowledge pack Section one: sentences Section four: punctuation

	- Match questions in speech with an appropriate verb in the narrative e.g. 'Are you going home alone?' asked the teacher.	
Identify and use commands accurately	- Explain that a command gives advice or instructions - Explain that a command expresses a request or command e.g. Describe the effects of the many visitors to national parks - Explain that a command must always begin the main clause with an imperative verb e.g. After you have had breakfast, walk the dog. - 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) - 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. Look out Look out! ✓ Walk the dog Walk the dog! ✗	See subject knowledge pack Section one: sentences Section four: punctuation
Explain the difference between question, exclamation, command and statement	- Explain that questions are the only sentence type that use a question mark as a stop mark - Explain that commands and exclamations are the only sentence types that use an exclamation mark as a stop mark - Explain that the statements are the only sentence type that require an object to complete the sentence - Explain that statements, exclamations and question all have a subject written into the sentence, whereas commands often have implied subjects	See subject knowledge pack Section one: sentences Section four: punctuation
To use the subjunctive form for conditional sentences – If he <i>were</i> to arrive late...	- Explain that the subjunctive form expresses conditional or imaginary situations - Explain that the subjunctive form can be used to express wishes e.g. I wish I were able to fly	See subject knowledge pack Section one: sentences Section two: tenses

	- Explain that the subjunctive form can be used to express commands e.g. It is vital that she <u>attends</u> the meeting. - 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. - 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 'writes to her') - 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')	
Write sentences with varied structures, such as: multi-clause, embedded relative clause, with phrases including question tags	-	See subject knowledge pack Section one: sentences Section four: punctuation
PUNCTUATION		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and explain commas to separate a subordinate clause	- Explain that a single comma is used to separate a main clause and subordinate clause when the subordinate clause proceeds the main clause - Explain that commas are not used to separate a main clause and subordinate clause when the main clause proceeds the subordinate clause	See subject knowledge pack Section one: sentences Section four: punctuation
Use commas to separate a subordinate clause	- Write a subordinate clause first, use a single comma and then complete the sentence with a main clause	See subject knowledge pack Section one: sentences Section four: punctuation
Identify commas surrounding an embedded clause or phrase	- Recognise that all clauses need a verb - Explain that embedded clauses require a main clause to make sense - Explain that an embedded clause does not make sense independently - Explain that embedded clauses are embedded into a main clause - Explain that two commas bookend an embedded clause to separate an embedded clause from a main clause	See subject knowledge pack Section one: sentences Section four: punctuation



Use commas to separate an embedded clause or phrase	- Begin writing a main clause, write the first comma, write the embedded clause, write the second comma and then complete the main clause	See subject knowledge pack Section one: sentences Section four: punctuation
Identify and explain where brackets, commas and dashes indicate parenthesis	- Explain that parenthesis is a word or phrase that is inserted into another sentence to: • Add extra information • Tell the reader what someone is thinking • Explain what a word means • Emphasise a point to the reader - Explain that parenthesis can be demarcated with brackets, commas and dashes - Explain that brackets can be used for a strong or a weak interruption - Explain that commas are used for a weak interruption - Explain that dashes are used for a strong interruption - Identify when authors have used parenthesis - Identify why the author has used parenthesis - Identify how it has been demarcated - Explain the type of interruption – strong or weak	See subject knowledge pack Section one: sentences Section four: punctuation
Use brackets, commas and dashes to indicate parenthesis	- Decide the purpose of the parenthesis - Decide the type of interruption - Use the appropriate punctuation and explain choice	See subject knowledge pack Section one: sentences Section four: punctuation
Identify a semi colon and explain its function	- Explain that a semi colon is used to join two closely related sentences into one sentence - Explain that it can be used to replace a full stop - Explain that it can be used to replace the conjunction <i>and</i> - Identify where it has been used in texts - Explain how it has been used	See subject knowledge pack Section one: sentences Section four: punctuation
Use a semi colon accurately	- Identify two closely related sentences - Use a semi colon to join - Explain why a semi colon was used and not a full stop - Explain why a semi colon was used and not a conjunction	See subject knowledge pack Section one: sentences Section four: punctuation

ORACY

YEAR 5	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read their completed work out loud in presentation voice	- read own work out in a confident and clear voice - pause appropriately at full stops - change voice to indicate feelings - change voice to indicate a question - explain reasons for changes in voice	
	Learn and recite a poem	- retell the story in a confident and clear voice - change voice to indicate a change in mood - change voice to indicate a character - explain reasons for changes in voice	
	Learn and declaim a Shakespeare soliloquy	- explain that a soliloquy is a speech delivered to oneself - explain that a soliloquy enables the audience to better understand what is happening to a character internally - retell the soliloquy in a confident and clear voice - understand the meter of the soliloquy - deliver the soliloquy with emphasis on any rhymes (including internal and half rhymes) - identify which words are rhyming words (if appropriate to chosen soliloquy)	
	Plan, prepare and deliver a PRESENTATION	- identify a subject area to present - identify the audience(including demographic information) - include an introduction that contains a hook for the reader - include points in separate slides elaborated with at least three sentences. Each slide must open with an introduction and close with a concluding sentence - all slides linked by a related connecting phrase (where appropriate) - include a conclusion that summarises, challenges action, emphasises the authority of those presenting and links to the introduction - use accompanying diagrams/pictures to illustrate points - use examples to illustrate points - deliver a presentation in a confident and clear voice - pause appropriately between slides/points	

TEXT STRUCTURE

FICTION

YEAR 5	TEXT STRUCTURE		
	FICTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Write narrartives organised into paragraphs which include: - An opening which includes- 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 a genre for the narrative / story - Choose an appropriate setting and explain reason for choice - Create a mood for the setting and explain why - Write at least one paragraph to describe the setting – including rhetorical devices - Explain that a protagonist is the main chacrater - Explain that an antagonist is the character who is against the main character - Create two characters or use characters from text - Explain that a problem in a story is a conflict that affects the characters - Explain the problem of the story - Explain why it is a problem - Write at least one paragraph to describe the problem - Explain the difference between a problem and a mini-problem - Write at least one paragraph to describe the mini-problem - Explain that a build up is how the author creates tension and uses action to get to the problem - Explain the build up to the problem - Write at least one sentence to create the build up - Explain that the climax of a story is when the tension or action reaches its highest part - Explain the climax of the story - Write at least one paragraph to create the climax - Explain that the resolution is the part of the story that shows how the problem is resolved - Explain the resolution of the story - Write at least one paragraph to create the resolution - Explain that the ending of the story is how the story finishes - Explain the ending of the story - Write at least one paragraph to end the story	See subject knowledge pack Section five: literary elements Single paragraphy outline (SPO) template

	Types of story endings: - Cliffhanger - Twist - Unhappy ending - Moral ending/lesson	
To identify and understand a scene and an act in a play.	- Define an act as a way of separating the action in a play - Define a scene as a way of separating the action in an act - Explain why the duration of an act exceeds the duration of a scene - Sequence and label acts in a play - Sequence and label scenes in an act - Explain that the most common play structure is the 'five-act structure' used by Shakespeare	
To write a play scene according to recognised protocol. NB this is not on the KLI, but many schools will want to include this.	- Explain which act a scene features in - Write the name of the act followed by the name of the scene e.g. Act V Scene I - Explain that a scenecommonly begins with an 'At Rise Description' - Explain the function of an 'At Rise Description' as: (1) describing the setting of the scene and (2) describing the character actions at thebeginning of the scene - Write an 'Act Rise Description' - Explain that an 'At Rise Description' is proceeded by a stage direction that introduces the actors (in the scene) to the stage e.g. (Enter MACBETH and BANQUO) - Write a stage direction that introduces the actors to the stage - Explain that the character name is written into the margin to indicate which actor speaks and the sequence of speech - Write the character name into the margin, followed by a colon - Explain that dialogue is on the same line as the character name to indicate what the actor must say on stage - Write dialogue on the same line as the character name - Write dialogue for each character without inverted commas - Skip one line between each character name/dialogue	

	- Explain that character stage directions can be split into directions for movement and direction for tone - Identify character stage directions as italicised in brackets e.g. MACBETH: <i>(stumbling backwards)</i> Get back! LADY MACBETH: <i>(whispering)</i> My king, are you not well? MACBETH: <i>(pointing at the empty chair)</i> No! - Write stage directions for movement and tone (where appropriate) - Write separate stage directions on a new line to introduce new characters to the stage (where appropriate) - Explain that a scene concludes with a stage direction that exits all the actors (in the scene) from the stage e.g. (Exeunt) - Write a concluding stage direction that exits the actors from the stage	
To identify a cast list in a play. NB this is not on the KLI, but many schools will want to include this.	- Explain that a cast list details the characters/roles in a play (including any non-speaking roles) - Explain why a cast list features at the beginning of a play script - Sequence the cast in a cast list according to the order of importance - Identify any casting information next to each character name, e.g. MACBETH: tall, broad-shouldered, deep voice	
Sentences in paragraphs are logically connected with words that signal a connection or change emphasis	-	Subject knowledge pack Section one: sentences
Identify different paragraph lengths to create mood, add emphasis or alter pace of the narrative	-	Subject knowledge pack Section five: literary elements

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. • 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. • 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.	Single paragraph outline (SPO) template
Know and write the main features of a letter, a report, a, an instructional text, an explanation text, a persuasive text and an argument.	Letter: - the sender's address - the receiver'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	Single paragraph outline (SPO) template

	Biography: - name of person - date of birth and date of death (if applicable) - 3rd person narrative viewpoint - past tense - important events - introductory paragraph - concluding paragraph - photograph 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 Persuasive texts: - title - subheadings - introductory paragraph - emphasising paragraphs - concluding paragraph - opinions presented as facts - hyperbole - each point builds on one viewpoint	
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		Argument: - title - subheadings - reasoned and balanced viewpoint - introductory paragraph - paragraphs with arguments for - paragraphs with arguments against - reasoned conclusion	
	Identify bias and opinion	- Explain the meaning of bias - Explain where readers encounter biased opinions - Explain the benefits of bias	
	Know the difference between fact and opinion	- Explain the difference between fact and opinion - o opinion: how a person feels about something or what they think or believe - o fact: something that is true and can be proved - Identify when a fact has been used - Identify when an opinion has been used - Understand that opinions can be disagreed with but facts cannot	
YEAR 5	COMPOSITION		
	ANALYSIS		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	To identify and explain: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories	<i>Genre</i> – Recognise science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends <i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1st, 2nd or 3rd person <i>Hooks</i> – The opening of the story that grabs the readers attention <i>Closure</i> – A sense of an ending <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Problem</i> – resolvable situation <i>Dilemma</i> – a difficult choice between two equally weighted elements	NB Schools to amend list based on their canon. See subject knowledge pack Section five: literary elements Section six: literary techniques

Sentence structure Vocabulary choices Theme Narrative conflict Anthropomorphism Plot type Authorial viewpoint Tone	<i>Mini-problems</i> – short problems which create conflict throughout the story <i>Mood</i> – The atmosphere of the story <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson <i>Sentence structure</i> – the author’s use of sentences <i>Vocabulary choices</i> – the author’s specific choices of vocabulary <i>Theme</i> – how the meaning of a story is defined (not the plot) e.g. alientation, ambition, betrayal, courage, deception, discovery, escape, death, fear, freedom, good versus evil, jealousy, justice, lonliness, love, power, prejudice, security, spirituality, survival <i>Narrative conflict</i> – The challenge the main characers face and 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 <i>Anthropomorphism</i> – the attribution of human charactersitics or behaviour to a god, animal or object <i>Examples of Plot type</i> – • Overcoming the monster – the protagonist sets out to defeat an antagonistic force (Theseus, Beowulf, Star Wars) • Rags to riches – The protagonist acquires wealth, power, love (Cinderlla, Aladdin, Jane Eyre) • 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) • Voyage and return – The protagonist goes to a strange land, face threats and return with experience (Goldilocks, Peter Rabbit, The Hobbit) • Comedy – Light and funny with a happy ending (A Midsummer Night’s Dream, Twelfth Night) • Tragedy – The flaw or mistake of the protagonist is their undoing. The end is the fall of a good character (Macbeth, Anna Karenina) • Rebirth – An event forces the protagonist to change their ways and become a better person (A Christmas Carol, Beauty and the Beast)	
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		<i>Authorial viewpoint</i> – The voice used by author that expresses their opinions <i>Tone</i> – The author's attitude towards the topic	
	Be able to refer to the above when analysing a story either read or written and be able to articulate a deepening understanding	- Make links within and across texts read – not just in Y5	
LANGUAGE DEVICES			
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and use personification Identify pathetic fallacy	- Articulate the meaning of pathetic fallacy - Articulate the meaning of personification - Identify the use of personification and pathetic fallacy in texts - Explain that pathetic fallacy is a specific type of personification	See subject knowledge pack Section six: literary techniques
	Identify and explain hyperbole	- define hyperbole as an <i>unreal</i> exaggeration to emphasise the real situation - select a statement to exaggerate - exaggerate the selected statement beyond any literal meaning - identify where hyperbole has been used to develop contrasts - identify where hyperbole has been used to sensationalise - identify where hyperbole has been used for comedic effect - identify where hyperbole has been used to hook the reader's attention (in text types such as advertisements)	See subject knowledge pack Section six: literary techniques
	Use assonance in poetry	- explain the difference between a vowel sound and a consonant sound - define assonance as two or more words repeating the same vowel sound - explain that words using assonance can be adjacent or closely connected (across adjacent lines or sentences) - identify where assonance has been used to make a line more memorable e.g. 'a stitch in nine saves time'	See subject knowledge pack Section six: literary techniques

	- write two words (verbs, adjectives, adverbs or nouns) that have the same vowel sound - write these two words in the same coherent sentence	
Identify and use pathetic fallacy	- explain that pathetic fallacy is a type of personification - define pathetic fallacy as the attribution of non-human characteristics to the weather or nature - to suggest human characteristics through the following: 1. a human verb 2. a human adjective 3. direct comparison e.g. (3) Closing its eyelids, the (2) exhausted sun (1) surrendered to the night. - 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 - use pathetic fallacy to frame the subject matter in a poem	See subject knowledge pack Section six: literary techniques
Identify and use metaphors and similes		Subject knowledge pack Section six: literary techniques
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		
VOCABULARY		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and use 7 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared		
To identify and use 5 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young		