

ENGLISH KEY LEARNING INDICATORS
YEAR 6
SUPPORTING MATERIALS

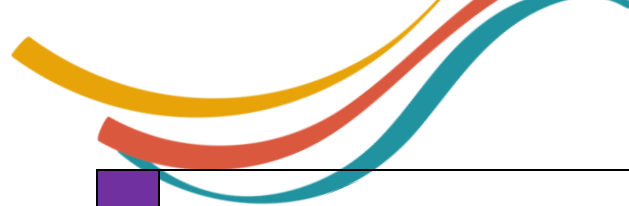
YEAR 6	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write 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	SW 3,000 words scope and sequence document
	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.	- 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	SW 3,000 words scope and sequence document

YEAR 6	TRANSCRIPTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Join letters and words fluently following the 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 6	Key Learning Indicator	What the child will be able to do	Supporting Documents
	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 <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. (From Rooftoppers by Katherine Rundell page 31)</i>	- Recognise that all clauses need a verb - Explain that a subordinate clause requires a main clause to make sense - Explain that a subordinate clause does not make sense on its own - Explain that a subordinate clause always starts with a subordinating conjunction - Provide examples 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 require a comma to separate the clauses - Explain that if a subordinate clause precedes a main clause, the sentence requires a comma to separate the clauses - Explain that all sentences that contain a subordinate clause are complex sentences - Read sentences that contain subordinate clauses - Identify examples of different subordinate clauses in sentences - Separate subordinate clauses from other clause types - Identify and explain use of conjunctions (co-ordinating and subordinating)	See subject knowledge pack Section one: sentences Section two: word class
	Identify and explain use of reported speech.	- Identify reported speech does not contain speech punctuation - Know that reported speech usually begins with 'that' or 'whether' - Know that some pronouns and verb tenses may change within the sentence - Know that a ? is not used when reporting someone's question	Subject knowledge pack Section two: tenses
	Identify and 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	See subject knowledge pack Section one: sentences Section two: tenses Section four: punctuation

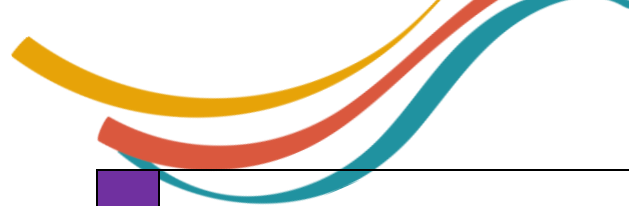


	- Explain when the passive voice is more likely to be used (e.g. so the reader focuses on the object, particularly in suspense writing)	
<i>At this stage Year 6 pupils are expected to be able to use all the Key Learning Indicators in their writing with greater confidence, maturity, proficiency and appropriateness.</i>		
TYPES OF SENTENCES		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and use questions accurately	- 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 - Match questions in speech with an appropriate verb in the narrative e.g. 'Are you going home alone?' asked the teacher.	See subject knowledge pack Section one: sentences
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.	See subject knowledge pack Section one: sentences Section four: punctuation

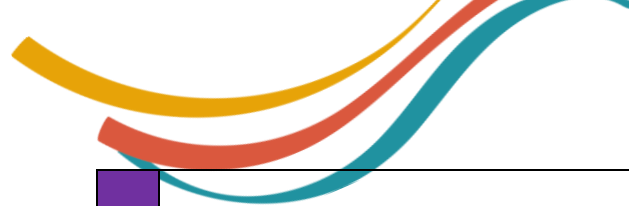
	- Explain that a subject of a command is not explicitly stated (it is implied) - e.g. She pushed Gretel towards the oven, saying, "<u>Crawl in and see if it's hot enough.</u>" (The subject is Gretel) - Explain that a command can be punctuated with a full stop (.) or exclamation mark (!). Only use an exclamation mark to indicate a strong command. <i>e.g. Look out</i> <i>Look out!</i> ✓ <i>Walk the dog</i> <i>Walk the dog!</i> ✗	
Identify and use exclamations accurately	- 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!' - 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

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
Have complete confidence writing and articulating simple, compound, complex sentences and multi-clause sentences	- Explain that a simple sentence must have a subject and a verb - Explain that a simple sentence must be a complete thought - Explain why a sentence is a simple sentence - Read simple sentences of varying lengths - Find simple sentences of varying lengths - Explain what the subject of a sentence is - Explain what a verb is - Explain what the object of a sentence is - Find examples of different subjects in sentences and say how they know they are subjects - Find examples of different verbs in sentences and say how they know they are verbs - Find examples of different objects in sentences and say how they know they are objects - Separate simple sentences from non-simple sentences (e.g. phrases, other strings of words) - Identify and discuss when a sentence is not simple and explain why - Identify the subject and verb in both clauses in compound and complex sentences - Explain that a main clause is a complete thought - Identify and explain a main clause - Explain that a subordinate clause can't make sense on its own - Explain that a subordinate clause needs a subordinate conjunction - Identify subordinate conjunctions in sentences - Explain that a subordinate clause can be used at the beginning of the sentence	See subject knowledge pack Section one: sentences Section four: punctuation

		- Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma	
	To use the subjunctive form for sentences that include: opinion, belief, purpose, intention or desire	- Explain that the subjunctive form expresses conditional or imaginary situations - 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 - 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')	See subject knowledge pack Section one: sentences Section two: tenses
PUNCTUATION			
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Punctuate bullet points consistently	- write a bullet point list for items where the order is not important - write a bullet point list for listing more complicated information - write an introductory stem that begins with a capital letter and concludes with a colon - use a lower case letter and no stop mark for bullet points that complete the introductory stem - use a lower case letter and no stop mark for bullet points that complete the introductory stem - 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 - use all sentences or all fragments (never in combination in the same bullet point list)	See subject knowledge pack Section four: punctuation



		- start every bullet point a capital letter only if each bullet point is a self-contained main clause	
	Explain why ellipsis is used	- Explain that ellipsis can be used to create suspense - Explain that ellipses can be used to show a pause - Explain that ellipses can be used to show an unfinished thought - Identify where ellipsis has been used and explain the purpose	See subject knowledge pack Section four: punctuation
	Use ellipsis for effect	- Use ellipses to: • Create suspense • Show a pause • Show an unfinished thought - Articulate why an ellipsis was used in own writing	See subject knowledge pack Section four: punctuation
	Explain how hyphens can be used to avoid ambiguity	- Know the difference between a hyphen and a dash - Explain how a hyphen is used to create compound adjectives e.g. sugar-free sweets - Explain how a hyphen can be used to show repetition in narrative e.g. "S-s-stop!" - Explain how a hyphen is used to avoid ambiguity e.g. a big city project/a big-city project.	See subject knowledge pack Section four: punctuation
	Identify a colon that introduces a list or an idea	- Explain that a colon can be used before a list when the list is preceded by a complete independent clause - Articulate the difference between a colon and a semi-colon - Identify a colon in literature and explain its use	See subject knowledge pack Section four: punctuation
	Use a colon to introduce a list or an idea	- Use a colon before a list when the list is preceded by a complete independent clause - Explain why a colon has been used	See subject knowledge pack Section four: punctuation
	Identify a semi-colon and explain its function within lists	- 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 four: punctuation
	Use a semi-colon and explain its function	- 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 four: punctuation
	Identify a dash and explain its function.	- Identify the main clauses	See subject knowledge pack Section four: punctuation



		- Explain how a dash highlights additional information or surprising points related to the main clause - Explain how a dash can be used to add parenthesis.	See subject knowledge pack Section four: punctuation
	Use a dash in writing.	- Use a dash to add extra information.	
	Identify where a semi-colon, colon and dash are used to mark main clauses	- Identify the main clauses - Explain how the semi-colon has been used to separate two related main clauses - Explain how a clause before a colon must be an independent clause - Explain how a dash highlights additional information or surprising points related to the main clause	See subject knowledge pack Section four: punctuation
	Mark the boundary between main clauses using semi-colon, colon and dashes	- Use a semi-colon to join to related main clauses. Explain use - Use a colon after a main clause to add additional information. Explain use - Use a dash to add extra information. Explain use	See subject knowledge pack Section four: punctuation
	Use brackets, commas and dashes to indicate parenthesis.	- Identify the main clause - Identify the word or phrase that can be added into the main clause to explain something within it. - Use brackets, commas or dashes to show where the parenthesis is within the sentence. - Explain why they are positioned there.	See subject knowledge pack Section four: punctuation

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	- 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 with prosody	- 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 -	
	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 -	

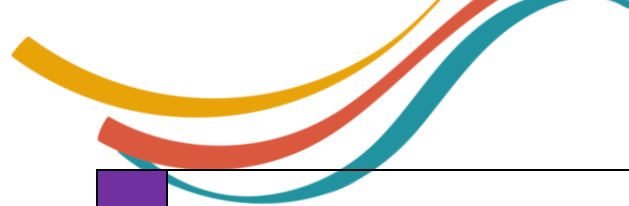


	Plan, prepare and deliver an ARGUMENT for discussion	- Identify the two sides of the argument - Choose a side to argue - Identify the audience - Include an introduction that contains a hook for the audience and highlights the main points of the argument - Elaborate main points in a reasoned argument - Present the opposing argument - Include a conclusion to summarise and emphasise main argument - Use a presentation if appropriate to argument - Deliver presentation in a clear and confident voice - Pause appropriately for effect	
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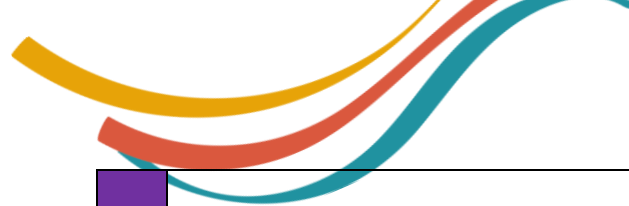
TEXT STRUCTURE

FICTION

YEAR 6	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	- Identify the setting, characters, hook, closure, protagonist, antagonist, problem/dilemma, mini-problem, build up, climax, resolution and ending of any story read or heard - Identify the theme, setting, metre and characters in any poem read or heard	See subject knowledge pack Section five: literary elements
	To structure stories and poems appropriately	- Identify a genre for the 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 character - 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 paragraph 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	See subject knowledge pack Section five: literary elements Section six: literary techniques



	- 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 Types of story endings: - Cliffhanger - Twist - Unhappy ending - Moral ending/lesson Poem: - Identify the theme - Consider the meter of the poem - Consider if the poem will rhyme and which rhyming device to use - Identify the type of poem to be written - Consider how many stanzas are required	
To use structure to enhance stories and poems	Poem: - Explain why a poem has been structured in the way it has been structured - Discuss the number of stanzas - Discuss the rhyme (if applicable) - Discuss the choice of vocabulary - Compare to other poems with similar themes - Compare to poems with similar structure - Articulate reasons for chosen style and structure of poem Stories: - Explain the structure of a given story - Discuss the use of chapters/paragraphs - Identify the plot points - Discuss the pace of the story - Discuss the use of vocabulary - Articulate reasons for chosen style and structure	See subject knowledge pack Section five: literary elements Section six: literary techniques
To use structure for clarification in stories and poems	Poem: - Explain how the theme can be identified through the word choice - Explain how the stanzas have been used to demonstrate clarity	See subject knowledge pack Section five: literary elements Section six: literary techniques



	Story - Identify the genre and explain how this clarifies the structure of the story - Identify character types - Identify settings - Identify ending - Discuss how structure can clarify meaning in stories	
NON-FICTION		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Build cohesion within and across paragraphs using a full range of conjunctions and conjunctive adverbs	- Know a full range of conjunctions. - Explain and discuss the role of a conjunctive adverb in bringing together two independent clauses.	See subject knowledge pack Section three: word class
Build cohesion within paragraphs through repetition of a word or phrase or adverbial	- Identify in the model texts where an writer has used repetition of a word, phrase or adverbial - Discuss the impact of repeating a word, a phrases and adverbial	See subject knowledge pack Section three: word class
Write non-fiction texts which have: • An introduction of at least two sentences that contains a hook for the reader • At least three 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, links to the introduction, where relevant challenges action. • 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



	To use 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	Single paragraph outline (SPO) template
	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 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 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	Single paragraph outline (SPO) template



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

Argument:

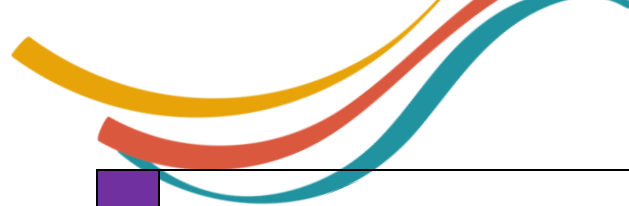
- Title
- Subheadings
- Reasoned and balanced viewpoint
- Introductory paragraph
- Paragraphs with arguments for
- Paragraphs with arguments against
- Reasoned conclusion

		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	- Explain the meaning of bias - Explain where readers encounter biased opinions - Explain the benefits of bias - Identify where bias has been used in newspaper articles - Use bias in writing and give reasons for choice	
YEAR 6	COMPOSITION		
	ANALYSIS		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	To identify, utilise and comment authoritatively on: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Vocabulary choices Theme Narrative conflict	<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 <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	See subject knowledge pack Section five: literary elements Section six: literary techniques

Anthropomorphism Plot type Authorial viewpoint Tone Irony	<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. alienation, ambition, betrayal, courage, deception, discovery, escape, death, fear, freedom, good versus evil, jealousy, justice, loneliness, love, power, prejudice, security, spirituality, survival <i>Narrative conflict</i> – The challenge the main characters 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 characteristics or behaviour to a god, animal or object <i>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 (Cinderella, 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) <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	
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LANGUAGE DEVICES

Key Learning Indicator	What the child will be able to do	Supporting Documents
Articulate the difference between personification and 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
Use hyperbole in fiction and non-fiction writing	- 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
Identify, use and explain assonance in fiction/non-fiction and 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 time saves nine' - write two words (verbs, adjectives, adverbs or nouns) that have the same vowel sound - write these two words in the same coherent sentence	See subject knowledge pack Section six: literary techniques



Identify and use extended 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
Use dialogue accurately and to enhance characterisation		See subject knowledge pack Section five: literary elements
Use quotes in non-fiction to add authority		See subject knowledge pack Section four: punctuation
Use foreshadowing, symbolism, suspense and irony		See subject knowledge pack Section six: literary techniques
Write with an authoritative tone for non-fiction		See subject knowledge pack Section five: literary elements
To use contrasting settings and characters in fiction writing		

VOCABULARY

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and use 10 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared		
To identify and use 6 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young		
To 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		
To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur		
Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to: ORDER / SEQUENCE ADD TO EXPLAIN CONTRAST CONCLUDE DEMONSTRATE CONDITIONALS	Examples of level of complexity expected: ORDER / SEQUENCE - whilst ADD TO - moreover EXPLAIN – due to CONTRAST – even though, although CONCLUDE – in summary DEMONSTRATE CONDITIONALS - unless	