

## National Junior School English Knowledge Organiser - KS2 Years 5 and 6 –Fiction

<b>Text</b>	Grammatical features taught - <i>Stylistic Features</i> – <b>Only taught in Y6</b> (otherwise Y6 extend and deepen understanding)
<b>Narrative 5Ps</b>	All clauses types, all tenses, passive voice, ellipsis, hyphen, colon, semi-colon, all conjunctions, dashes, direct speech, apostrophe of omission (giving characters accents) cohesion, brackets, adverbials (time, place and how) – Most grammatical features could occur in narrative and many teachers will use it as a revision of criteria dependant on class needs. <i>Varied sentence structure for effect, character description, place and time description, varied chronology, cohesion, ambiguity, using action to move a plot forward, <b>body language</b>, figurative language, <b>multi-layered metaphor</b> (The storm was a fist shows both aggression and power) imitating author style, <b>characterisation through speech and action</b>,</i>

### Style of Teaching: Background for parents

Narratives don't follow an IPEELL style like nonfiction texts. We teach children to explore the 5Ps:

**People:** Who are the characters? What are their characteristics? Will their character change as a result of the story? What are they wearing? What are they likely to say? How will they move the plot forward?

**Place:** Where is it set? What's the weather like, what are the key features (house, plot object, cliff edge...)

**Period:** When is it set? (in history) Time of day? How will you show passage of day?

**Problem/Panic:** What will the problem be that needs solving? How will it affect characters? Is it one problem or a sequence of problems?

**Peace:** How will the story end? What things need resolving? What have the characters learned? Cliffhanger?

We teach children to be more adventurous with narratives, they can begin with any of the 5Ps, including peace. (Then explain how they got to that resolution.)

Children's narrative planning is varied: learning aids and support is gradually reduced over time until children are able to come up with an outline of all the key aspects of a plot without a writing frame; they will develop their own style of plans that suits them best (see example below.)

Narrative is also an area where editing is perfected as there is a lot of opportunity to be creative and children will have a wider range of opinions and advice based on their own varied reading experience. It is explored at least twice in detail, in the middle of the year and towards the end of the year.

**Modern day -**  
 Afternoon → dusk  
 bats come out  
 as it gets dark  
 Sea gets louder.

**Cliff side beach on the Jurassic coast**  
 → stoney beach  
 → loud ocean.

**Key vocabulary**  
 • ammonite  
 • stubborn  
 • archaeologist  
 • winch  
 • Shimmering sand

**Jack - little brother**  
**Sarah - Bossy older sister**  
 Jack likes to ignore her.  
 She insists they gather an ammonite before they leave.

**Jack and Sarah go fossil hunting but get caught by the tide. They panic and argue.**

**People**  
**Period**  
**Place**  
**Problem**  
**Peace**

**Dramatic helicopter rescue.**  
**Sarah learns to not be so bossy.**

I will start with the problem to hook the reader and then start the next paragraph at the beginning of the story.

### Prior Learning

Children will have experience of narratives at their learning ability through reading and Accelerated Reader. Much of the criteria are explored earlier in the year. Stylistic aspects such as setting, character description, plot and concluding stories will have been covered in years 3/4.