

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

<b>Text</b>	Grammatical features taught - <i>Stylistic Features</i> – <b>Only taught in Y6</b> (otherwise Y6 extend and deepen understanding)
<b>Recount</b> IPEELL unit	Time adverbials, sophisticated punctuation (colon for a list, brackets, dashes semi-colons), all sentence structures (short, relative clauses, parentheses), <b>hyphens to link words (ten-year-old child)</b> <i>Use of tenses, first person, active voice, seeks to explain questions reader may have(who, why, where), varied sentence structure (short for effect vs complex for detail) linked paragraphs, exploration of thoughts and feelings, use of imagery (figurative language)</i>
<b>Report</b> IPEELL unit	Parentheses and additional clauses for extra detail, <b>Colon (when 2<sup>nd</sup> clause is in response to the first,)</b> reported speech, semi-colon <i>Formal language, extra detail, technical vocabulary, generalised openers, targeting audience, conclusions that look to the future</i>
<b>Discussion</b> IPEELL unit	<b>Dashes to spotlight key parentheses</b> , Opposing (subordinating) conjunctions, fact vs opinion, bullet points, rhetorical question <i>Non-specific language (those who believe) conclusion phrases (Weighing up the argument) Emotive/deceptive language, short sentences for emphasis, repetition for emphasis(reiteration), exploring possible counter-arguments, word play, hypothetical speech, elaboration.</i>
<b>Persuasion</b> IPEELL unit	Modal verbs, fact vs opinion, <b>superlatives, hyperbole</b> , causal conjunctions <i>Emotive/deceptive language, short sentences for emphasis, repetition for emphasis (reiteration), exploring possible counter-arguments, word play, hypothetical speech, elaboration.</i>
<b>Explanation</b> IPEELL unit	Causal conjunctions, time adverbials, relative clause (which and that pronouns), bullet points and subheadings, rhetorical question <i>Formal language, altering tense throughout, generalising and précising, use of technical/scientific vocabulary, logical sequence,</i>
<b>Instruction</b>	Imperative verbs (bossy verbs), bullet pointing/ numbering, subheading, <i>Short sentences that are very explicit, chronology, text boxing (for equipment)Formal language</i>
<b>Poetry</b>	Personification, simile, metaphor, rhyme, alliteration, hyperbole, onomatopoeia, <i>Rhythm, <b>assonance</b>, stanza</i>

### Style of Teaching: Background for parents

At the National we have been using a system of writing that uses ‘Self-Regulated Strategy Development’ or SRSD is an approach that supports the development of writing skills. It provides a clear structure that helps pupils to plan, monitor and evaluate their writing. We spend time on each text type and master it before moving on. The process takes weeks and involves looking at models- understanding stylistic features – understanding grammatical features - planning – drafting – reviewing- self/peer/paired editing – self-assessment -redrafting and finally... writing. Typically children spend three weeks on a text type and will write three different texts at varying degrees of mastery. Further opportunities for writing are explored through cross curricular writing. Two mnemonics are key to this process:

#### PAT

**Purpose**

- Why are you writing?
- What do you want to achieve?

**Audience**

- Who will read your writing?
- How might you need to change your content for different audiences?

**Type**

- What form of writing would be best for your purpose and audience? e.g. letter, leaflet, story etc.

#### IPEELL written structure

Introduction

- Points – 3 or more
- Examples / elaboration / evidence

Ending

- Links – openers and conjunctions
- Language (grammatical and stylistic features)

**Three written tasks:**

- Task 1: No input – see what features and styles you can remember from previous sessions.
- Task 2: Heavily guided following explicit teaching and models and has opportunities for editing and review.
- Task 3: Final task is independent and assessed to see how much children have mastered. They have extended time to plan and self-edit.

#### Years 5 and 6 spelling patterns

Spellings are given out weekly and vary but the main letter strings are:

Words ending –cious or –tious

Words ending –cial

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.

Words ending in –able and –ible

Words ending in –ably and –ibly

Adding suffixes beginning with vowel letters to Words ending in –fer

Words with hyphens

Words with the /i:/ sound spelt ei after c

Words containing the letter-string ough

Words with ‘silent’ letters

Homophones and other words that are often confused

#### Prior Learning

Children have explored at a more basic level the **grammatical features** of Determiner, Possessive apostrophe, Pronoun, Possessive Pronoun, Adverbials, Direct vs Reported Speech, Bullet points, Onomatopoeia

They have written all of the text types at a more basic level exploring some of the stylistic features.

They have been introduced to styles of editing and collaborative writing but are unlikely to have mastered it yet.

They have been introduced to planning styles but are unlikely to have mastered it yet.

They have been introduced to self-assessment but are unlikely to have mastered it yet.

Further Information explaining the grammatical features taught with detailed examples can be found in our grammar knowledge organiser