



YEAR 5

READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



PREFIXES	
bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

YEAR 5/6 KNOW IT!

ROOTS/ROOT WORDS	
dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning	Prior Learning
SUFFIXES	
ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to available -able to be of use	exist-to live ence-the quality of existence -the quality of living	aggress-to attack ive-nature of aggressive -an attacking nature	photo-using light graph-to write photograph -to write with light	micro-small scope-range microscope -an instrument to view a small range.

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to: • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet; • be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.	Children should be taught to deepen their understanding of texts they read independently through: • making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read; • checking that the text makes sense to them and discussing their understanding; • asking questions to improve their understanding of the text; • identifying themes and conventions in a wide range of writing.	Children should be taught to deepen their understanding of texts they read independently through: • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader; • identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader; • explaining the meaning of words in context; • expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.
GRAMMAR, STRUCTURE & LAYOUT Children should be taught to deepen their understanding of texts they read independently through: • identifying how language, structure and presentation contribute to meaning; • reading books that are structured in different ways.	Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.	
GRAMMATICAL FEATURES • Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. For example, varying verb tense: * use of progressive tense to build tension in a suspense story; * use of perfect tense to achieve a more formal tone; * use of present tense in non-narrative to ensure the text remains relevant. or verb choices: * use of modals to suggest possibility or probability; * use of imperatives for emphasis.	RETRIEVAL • Distinguish between statements of fact and opinion. • Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections. • Sequence increasing amounts of text e.g. across several pages or a chapter. SUMMARISING • Summarising the main events or significant ideas from more than one paragraph both orally and in note-form. INFERENCE • Justify inferences with evidence including their own views. • Answer questions related to cause and effect. • Make more detailed prediction about what might happen from details stated and implied. • Explain characters possible feelings, thoughts and motives from their actions.	EXPLORE, TEACH, PRACTISE Children should be taught to expand their vocabulary through: • exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context; • exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; • generating word lists linked to stories, topics, synonyms etc.; • being explicitly taught the meaning and correct pronunciation of new words. For example, * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * discussing examples seen or heard before * making connections with word class. * using dictionary skills in order to check the meaning.
• Explain how tense relates to text and structure.		

Broader Curriculum Objectives

Fluency & Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously. Provide reasoned justification for views.

PRIOR LEARNING YEAR 4

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

PRIOR LEARNING YEAR 4

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positive attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when authors may present a bias view or information.

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied. .

PRIOR LEARNING YEAR 4

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

PRIOR LEARNING YEAR 4

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:**How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-our gates are never closed. **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points e.g. *In the 'Wreck of the Zanzibar', Billy left home in a selfish way, because he wanted an adventure, whereas in the Who Let the Gods Out, Elliott had to leave home and free the prisoner, as he felt it was the only way to help Virgo and his mum.*
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e.g. **Q:** How would you describe the character of Macbeth at the end of the first chapter? How would you describe his character by the end of the book? How has he changed? **Q:** Using evidence from the text, explain why the Strait of Malacca was often used as a hideout.
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility e.g. **Q:** *'the warmth in Dad's hand'* This description can have two meanings. What are they?
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect **Q:** The boys feelings change a particularly points in the text, find and copy one phrase from each paragraph that show his feelings have altered.
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

APPLY IT

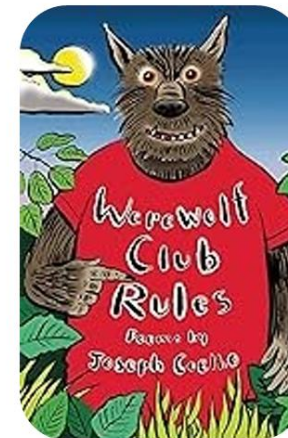
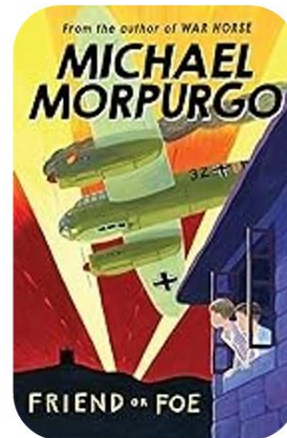
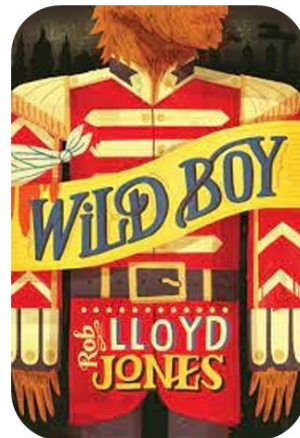
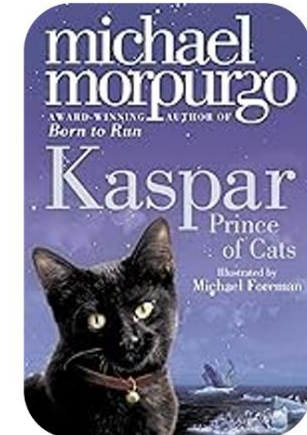
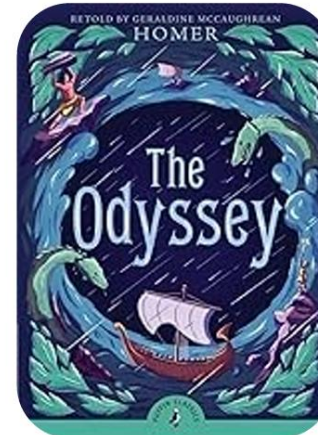
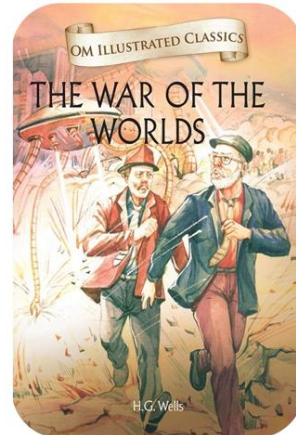
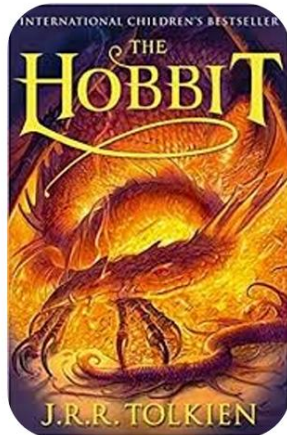
YEAR 5

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
- familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; - retrieve, record and present information from non-fiction, and including note form; - select relevant information in reference books including the use of contents and index to locate information; - research topics of interest to develop their knowledge and/or in preparation for class experiences; read for a range of purposes; further develop knowledge and skills in reading non-fiction about a wide range of subjects.	- increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; - reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; - recommending books that they have read to their peers, giving reasons for their choices; - learning a wider range of poetry by heart; - exploring different types of figurative language e.g. similes, metaphors and personification; listening to whole books by authors they may not choose themselves.	- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; - discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

CLASS READS

YEAR 5





YEAR 5

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



KNOW IT

YEAR 5

TENSE	
Past Progressive	A continuing action that was happening
Past Perfect	Indicates that an action was completed before something else. <i>The plane had left by the time I got to the</i>
Progressive Tense	An ongoing action. <i>'I am writing.'</i>
Perfect Tense	Uses has/had/have to refer to a completed action. <i>'I have been writing.'</i>
Tense	A verb form which indicates time.

SENTENCE STRUCTURE	
Cohesive device	Words and markers used to link the text and aid understanding.
Relative Clause	A type of subordinate clause which begins with a relative pronoun.
Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>

SPELLING	
Synonym	A word which carries a similar meaning to another.
Antonym	A word which carries an opposite meaning to another.
Stressed	A syllable within a word given greater emphasis.
Unstressed	Letters which are not easy to hear within a word.
Exceptions	Those spellings which do not follow a given rule/pattern.
Near Homophones	<i>bury/berry, accept/except</i>

WORD CLASS	
Personal Pronoun	Replaces the name of a person.
Relative Pronoun	A word which can introduce a relative clause. <i>who, whom, whose, that, which</i>
Possessive Pronoun	A pronoun which indicates possession. <i>mine, yours, his</i>
Modal Verb	A verb that expresses degrees of possibility or necessity.
Co-ordinating Conjunction	A word which joins two equal clauses: <i>but and yet</i>
Fronted Adverbial	An adverb/adverbial at the front of the sentence <i>before the verb. carefully,</i>
Determiner	A word used to define the noun. <i>all, few, many</i>
Comparative	An adjective which compares two nouns e.g. bigger, deeper.
Superlative	An adjective which compares 3+ nouns e.g. rich, richer, richest.

PUNCTUATION	
Parenthesis	Word/phrase inserted to add explanation or asides - demarcated with either () , -
Bracket ()	Pair of punctuation marks surrounding word/figures.
Dash -	Indicates a range or a pause.
Commas	Used to avoid ambiguity or clarify meaning.
Commas	After a reporting clause.
Commas	Used after a fronted adverbial.

New Learning Prior Learning

SPELLING			HANDWRITING
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
Common Exception Words	Word Endings	Suffix Words	Write legibly, fluently and with increasing speed by:  choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;  choosing the writing implement that is best suited for the task. Ensure the needs of left-handed children are considered. ai ee ie ea er in aw uo ig air ing <u>Diagonal joiners without ascenders</u> al ot sh ch mb ed il wh ob ft rk ol <u>Diagonal joiners with ascenders</u> oa oo oi ou or <

WRITING SKILLS

Grammar

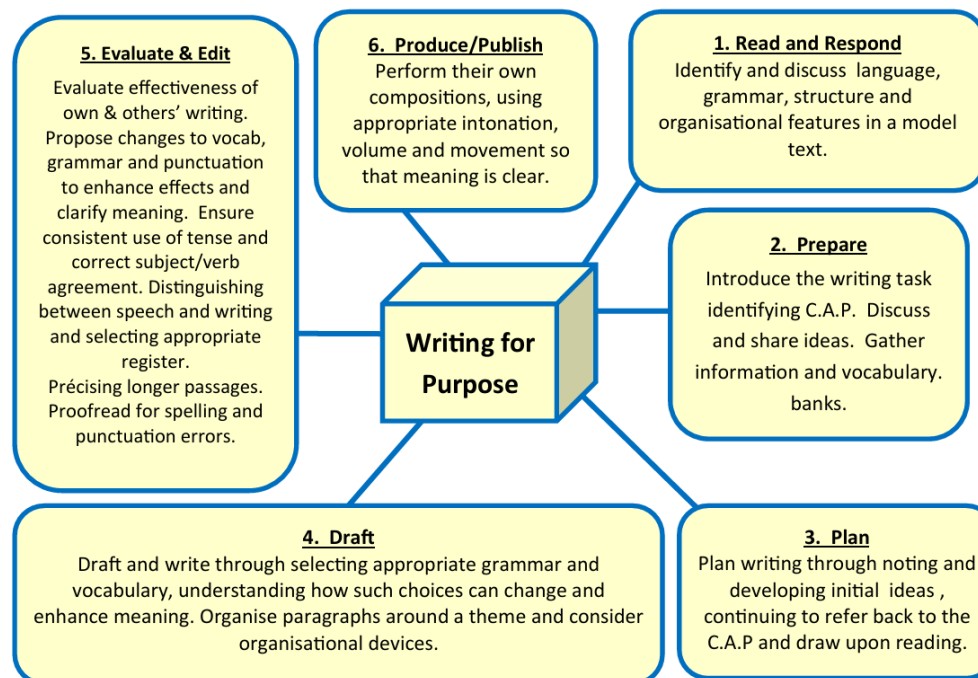
Children should be taught to:

- convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using adverbials of time, place and number;
 - use of tense to reference back or ahead, e.g. he had seen her before;
 - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun;
 - indicating degrees of possibility using adverbs or modal verbs;
- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done.
- Extend sentence structures and aid cohesion through:
 - use of fronted adverbials e.g. 'Later that day';
 - use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'.

Punctuation

- use of brackets, dashes or commas to indicate parenthesis;
- use of commas to clarify meaning or avoid ambiguity;
- use of commas after a fronted adverbial;
- use of comma after a reporting clause in direct speech.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.

To inform
Procedures
Historical Account
Newspapers
Non-Chronological Reports

To entertain
Poetry
Description
Story Writing

To persuade
Speech
Letter

To discuss
Discussion

Children should be taught the importance of context, audience and purpose through:

- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back. Use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table.

Formal	Informal
Context specific vocabulary	Personal tone
Avoid contracted form	Direct Addresses
Perfect Tense	Vernacular Language
	Contracted Form



APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

STORY WRITING	POETRY	DESCRIPTION
Children should be taught to: Structure & Organisation - create a title which hints at the theme; - include a beginning which introduces the character, setting and atmosphere; - include a build up which hints at what is going to happen next; - include a dilemma which introduces the problem; - include a resolution where the problem is solved; - include an ending which details the characters' feelings and what will happen next; - organise writing into paragraphs; - use a range of cohesive devices to aid flow; Grammatical features - use the tense consistently (past or present); - use a wide range of conjunctions to express, time, place and manner; - consistently maintain first or third person (may use 2nd person addresses to the reader); - use fronted adverbials to detail time/place ; - use expanded noun phrases to add detail; - use direct speech/reported speech to advance the action and/or aid characterisation; Language features - use pronouns to avoid repetition; - use fronted adverbials to detail where, when and how.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform poetry. Children should be taught to read, write and perform: Haiku - contains 3 lines; - the first line has 5 syllables; - the second line has 7 syllables; - the third line has 5 syllables; - choose vocabulary for effect. Haikus tend to link to nature and natural phenomena. For example: Frozen Kingdom; Ice crystals clinging; Branches glimmer in the sun; Winter's masterpiece. Pupils should also experience a range of poetry through the reading curriculum.	Children should be taught to: Structure & Organisation - introduce the character, setting or object to the reader; - describe unusual and distinctive features; - ensure features are described in a logical and cohesive order; Grammatical features - use the third person; - use the tense consistently (past or present); - use a wide range of conjunctions to link ideas; - use subordinate clauses, in varied positions, to add detail and context; - use fronted adverbials to detail time/place; - use pronouns to refer back to subject/object; Language features - use precise adjectives, adverbs and prepositions to create atmosphere and effect; - use figurative language to add detail and description; - use show not tell techniques, encouraging the reader to make inferences; - use pronouns to avoid repetition; - use expanded noun phrases to aid cohesion and add detail.

APPLY IT: TO INFORM

YEAR 5

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>NEWSPAPER ARTICLE</u>	<u>PROCEDURAL</u>	<u>RECOUNT- HISTORICAL ACCOUNT</u>
Children should be taught to: <u>Structure & Organisation</u> - include a heading; - include an introduction to outline the topic; - include sub-headings; - use paragraphs to organise the information; - make organisational decisions about how the report should look; <u>Grammatical features</u> - use third person; - use mainly present tense; - include some use of the perfect tense; - use a range of conjunctions, in varied positions, to aid cohesion; <u>Language features</u> - maintain a suitably formal tone; - use technical vocabulary to demonstrate factual knowledge; - use specific names of people or places; - use statistics to inform; - use noun phrases, adverbs and prepositions to provide specific, factual detail. - use pronouns to refer back to the subject; - use noun phrases to avoid repetition; - use a range of determiners.	Children should be taught to: <u>Structure & Organisation</u> - include a short, catchy headline (may include a pun/wordplay if appropriate); - include a by-line with who is reporting; - organise the article into columns; - may include an image with caption; - begin with an introduction which summarises the report (5Ws); - use paragraphs to sequence the events; - close with a final comment/recommendation linked to the article; <u>Grammatical features</u> - include witness statements through direct and reported speech; - include a reporting clause for direct speech; - use past tense; - use third person; - use relative clauses to add further detail; - use of determiners to open paragraphs; <u>Language features</u> - use specific names of people or places; - use emotive vocabulary to convey and evoke response; - use noun phrases to avoid repetition; - use pronouns to refer back to the subject; - present relevant information concisely.	Children should be taught to: <u>Structure & Organisation</u> - include a title which states the purpose, usually 'How to..'; - include a statement which outlines the end goal/aim; - keep the sentences concise so the reader can follow the steps easily; - use numbered steps to give clarity; - end with a closing statement which may include warnings and/or top tips; - include diagrams where appropriate; <u>Grammatical features</u> - use second person; - use present tense; - use adverbs to indicate time and place; - use imperative verbs to indicate importance; - use conjunctions to illustrate the sequence; <u>Language features</u> - use determiners to give precision and quantify; - use technical/subject specific language for clarity; - use noun phrases and pronouns to avoid repetition; - use cautionary language to emphasise.	Children should be taught to: <u>Structure & Organisation</u> - state whose viewpoint the account is written from; - include relevant/significant factual information; - provide brief introductory outline of the event; - follow on with chronologically ordered paragraphs detailing events; - conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion; <u>Grammatical features</u> - use the third or first person; - use the tense consistently (past or present); - use a wide range of conjunctions to link ideas; - use subordinate clauses, in varied positions, to add detail and context; - use fronted adverbials to detail time/place; - use relative clauses to provide additional useful detail; <u>Language features</u> - use precise adjectives, adverbs and prepositions to clarify or evoke response; - use pronouns to avoid repetition and reference back; - use expanded noun phrases to aid cohesion and add further detail; - use context specific language.

APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO PERSUADE

TO DISCUSS

<u>SPEECH</u>	<u>LETTER</u>	<u>DISCUSSION</u>
Children should be taught to: <u>Structure & Organisation</u> - include an opening which outlines the topic; - elaborate upon points in the main body; - use examples and evidence, including statistics, to support points made; - include a conclusion which links back to the opening; <u>Grammatical features</u> - use mainly present tense; - add a rhetorical question to cause the reader to consider the writer's view and to draw them in; - use subordinating conjunctions to express cause and effect; - use modal verbs to indicate necessity; - present opinions as facts; <u>Language features</u> - use emotive language to emphasise feelings; - use technical vocabulary to convey knowledge and expertise; - use the power of three for effect; - use pronouns to avoid the repetition of proper nouns; - use cautionary language for emphasis and to draw in the audience.	Children should be taught to: <u>Structure & Organisation</u> - include a sender and recipient's address; - include the date the letter was written; - begin the letter with 'Dear...'; - inform the recipient of the purpose of the letter and how the writer is feeling <i>(I am excited to inform you/saddened to tell you/happy to announce);</i> - present facts and information clearly within logically ordered paragraphs; - include only relevant/significant information; - close by stating what you would like to happen next; <u>Grammatical features</u> - use mainly past tense; - use first person address; - add a rhetorical question to cause the reader to consider the writer's view and to draw them in; - use subordinating conjunctions to express cause and effect; - use modal verbs to indicate necessity; <u>Language features</u> - use Sir/Madam if the recipient is unknown; - use 'faithfully' to close if the recipient is unknown, 'sincerely' when know; - use emotive language to stress feelings; - use pronouns to avoid the repetition of proper nouns. - use cautionary language for emphasis and to draw in the reader.	Children should be taught to: <u>Structure & Organisation</u> - include a clear title which states the discussion topic (often a question); - include an opening paragraph which summarises the discussion; - use paragraphs to outline arguments for and against; - use examples and evidence, including statistics, to support points made; - include a conclusion which outlines the writer's position; <u>Grammatical features</u> - use third person consistently; - use mainly present tense; - use subordinating conjunctions to aid cohesion and express cause and effect; - use adverbials to link ideas/opinion; <u>Language features</u> - use emotive language to emphasise opinion and evoke response; - use technical vocabulary to convey knowledge and expertise; - use pronouns to avoid the repetition of proper nouns.