

Literacy Revision Sheet

Steps for Success

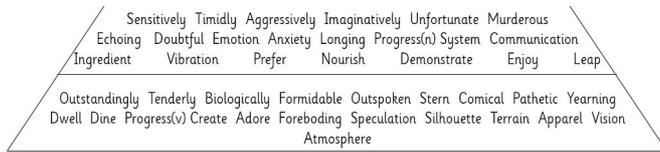
For every piece genre of writing that we have looked at in class, there have been a set of Steps For Success (SFS) to support you in your writing and to ensure that you are successful!

These have always been split into Structural Features and Language Features. These may vary depending on the genre but a few things are consistent throughout. For example paragraphs, introduction and conclusions.

Vocabulary

When writing any piece of work, think about the words that you are using and 'up' level them wherever possible. For example: stuttered instead of said; instead of shiny.

You should be aiming to be using level 4 and 5 vocabulary



Description.

There are different ways of being descriptive in your writing:

- Similes
- Metaphors
- Adjectives
- Alliteration
- Onomatopoeia

As well as using all of these methods you need to be thinking about your 5 senses and if applicable, the emotions, thoughts of the character.

Year 6 (4c+)

- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways.
- Use punctuation to clarify meaning in complex sentences.

Eventually, Jack agreed to exchange the cow for the handful of magic beans, and whistling triumphantly, he wended his way back home.

Now, reader, can you imagine the look on his mother's face when Jack handed over the handful of beans? Yes, you're right; she was absolutely furious and sent him straight to bed.

Puzzled and exasperated as to how she had produced such a dunce for a son, Jack's mother tossed the beans out of the window, little knowing what was about to happen next!

Fiction

Within this area of writing you need to think about stories, descriptions, play scripts and possibly diaries.

Stories: Remember that there are 5 parts to a story!

Descriptions: see above

Play scripts: use the stage direction appropriately and remember to use long periods of dialogue so that you can include all of the VCOP skills that you can.

Diaries: you may need to make one up - make it real using thoughts and feelings from the person writing it and BE DESCRIPTIVE!

Connectives

You must be including compound sentences (two main clauses joined by a connective).

You need to ensure that you are varying your connectives, using a range of connectives from and, but all the way up to despite, while and although.

YOU SHOULD BE AIMING TO USE BECAUSE, WHILE, and DESPITE to show the different uses of connectives.



Punctuation



You need to demonstrate that you are able to use a range of different punctuation marks.

Non-Fiction

All non-fiction requires an introduction and a conclusion. You need to think about the ways to engage your reader (questions) and how to organise your texts. With many of the genres this could be in the form of headings and subheadings. Think about the language that you are using and most importantly, ensure that you don't drift from one text type to another.

Genres include: explanations, instructions, recounts, newspapers, persuasive and information texts.

Subordinate Clauses

A subordinate clause is added information in a sentence that can be deleted and the sentence makes sense, but cannot stand by itself. When put within a sentence it has a comma at each end:

Jonathon spent his class time, since his average was a 45 one week before final exams, reading comic books.

When writing complex sentences and adding information using subordinate clauses, remember that they can come anywhere in the sentence

Jonathon spent his class time reading comic books, since his average was a 45 one week before final exams.

Since his average was a 45 one week before final exams, Jonathon spent his class time reading comic books.

Openers

An easy way to start to rearrange your sentences is to start with a power opener.

There are 3 different types of openers:

- ly
- ing
- Connectives

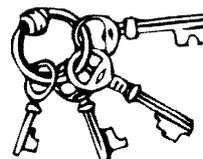


Remember that 'ly' openers tend to be in the form of adverbs and that using connectives as an opener does not make it a connective to tick the other box!

ING is the hardest power opener to include but is the most effective, when used appropriately.

Variation is the key!

There are going to only be 2 pieces of writing for you to demonstrate all that you can do! I am lucky enough to get an overview of EVERYTHING you can do on a daily basis but other people aren't as lucky. IMPRESS THEM!



Year 6 progression into Year 7

- Extend their use and control of complex sentences by deploying subordinate clauses effectively.
- Use punctuation to convey and clarify meaning and to integrate speech into longer sentences.
- Use standard English confidently and consistently in formal writing, with awareness of the differences between spoken and written language structures

Waking from a troubled sleep, Jack stretched, rubbed his eyes and yawned sleepily.

"Jack!" yelled his mother, "Get your sleepy head out of your bed and come downstairs." Jack's mother could not believe what had happened.

Stumbling down the stairs into the kitchen, Jack gawped at the enormous beanstalk that had entwined its way up into the sky overnight.

This, as you know, dear reader, led to a chain of unexpected and exciting events.

READ THE QUESTION CAREFULLY!

When you are given your tasks remember to READ THE QUESTION CAREFULLY! Think about which genre it is telling you to write and remember to plan before you start writing.

When writing you need to think about the PURPOSE of the text as well as the AUDIENCE. Both of these ideas influence the language that you will be using as well as the structure and what you use to engage them. Just think, if you were trying to persuade an adult or a child to go to a theme park or museum, you would use completely different vocabulary, ideas and structure.

Useful Websites to use for your literacy revision:

<http://www.bbc.co.uk/schools/revisewise>

<http://www.gridclub.com>

http://www.wray-common.surrey.sch.uk/content_frames/sats.htm

<http://www.woodlands-junior.kent.sch.uk/revision/>

http://www.icteachers.co.uk/children/children_sats.htm

<http://www.channel4learning.com/sites/bookbox/>