

**Key vocabulary:**

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| <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Traditional</li> <li>• Formal</li> <li>• First person</li> <li>• Third person</li> <li>• Past, present, future tense</li> <li>• Simple, compound and complex sentences</li> <li>• Subordinating clauses</li> <li>• Adverbial Phrases</li> <li>• Setting</li> <li>• Character</li> <li>• Characterisation</li> <li>• Action</li> </ul> | <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Conjunctions</li> <li>• Subordinating conjunctions</li> <li>• Coordinating conjunctions</li> <li>• Relative clauses</li> <li>• Commas</li> <li>• Hyphens</li> <li>• Dashes</li> <li>• Direct speech</li> <li>• Reported Speech</li> <li>• Metaphors</li> </ul> |
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**Curriculum Objectives**

**Within the context of Narrative writing I am learning to:**

- listen to a range of texts, including some that are formal;
- plan and write a narrative;
- select the appropriate form and register for the audience;
- integrate description, action and dialogue to convey character and plot;
- write a description using expanding noun phrases;
- use a range of devices to build cohesion within and across paragraphs;
- distinguish between formal and informal spoken and written language;
- use commas to clarify meaning and avoid ambiguity

**Examples**

Past tense verbs

They often end in –ed e.g. walked, skipped, exclaimed. Some examples of irregular past tense verbs are saw, came, thought.

First and third person

First: I am going to the shops.

Third: Rachel is going to the shops.

Direct and indirect/reported speech

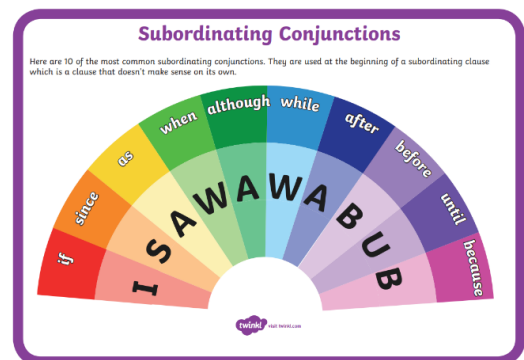
Direct: She said, "I am hungry."

Indirect: She said that she was hungry.

Relative clause

The barn, **where the horse slept**, was dusty and smelly.

The girl, **who was called Sophie**, had a loud voice.



Conjunctions (see opposite – to create subordinate clauses)