S Writing to entertain

Year 4

Text Types

- Narrative
- Story extracts
- Stories with character/ setting emphasis
 - Poetry

Text Structure

- Detailed description
- Use paragraphs to organise in time sequence, place, perspective
- Cohesive—clear story structure (build up for suspense, clear ending)

Grammar and Sentences

Link to other style ideas

Use a range of tenses to indicate changes in timing, sequence etc

Refine and control an elaborate use of 'show ne	t tell' to infer how characters are feeling and
develop characterisation through description	on and speech:
Heart pounding in her chest, Helen crept warily into the cave	'And who are you?' Sneered the King.
• Vary sentence length. Long to describe and	l short for impact
Out of no where, the beast leapt in front of Jamie and let ou	a blood-curding scream. The room fell silent.
 Use similes to open sentences and aid descr 	iptions:
Like lightning, Kenzi raced through the woods.	As silent as mist, the thief crept through the palace.
Develop the use of similes for character and sett	ing description:
The rain was as sharp as daggers, falling from the black sky.	The queen's eyes were like fire, making john tremble
	with fear.
• Use expanded —ing and ed clauses as starte	27\$.
• Grinning menacingly, he slipped the treasure into his b	ag. Frightened, Tom ran straight home to avoid being
	caught.
• Drop in – ing clauses	
Jane, laughing at the teacher, fell off her chair.	
• Vary sentence length. Long to describe and	l short for impact
Out of no where, the beast leapt in front of Jamie and let ou	a blood-curding scream. The room fell silent.
• Use a sentence of 3 for action and include c	omma\$:
Sam rushed down the road, jumped on the bus and sank into	b his seat. The warrior leapt over the fir, unsheathed
	her sword and sank it into the beast's chest.
• Use speech to move the narrative forward,	using precise speech verbs and adverbs to en-
hance meaning. Vary the position of the re	porting clauses.
'Who dares to disturb my rest?' questioned the dragon fu	riously. The orc whispered, 'Where is the gold?'

Adverbials	Conjunction;
n meanwhile as The next day	if when because while as until whenever once

Punctuation Content

Use of **inverted commas** and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]

Apostrophes to mark plural possession [for example, the girl's name, the girls' name]

The use of **commas** after fronted adverbials.