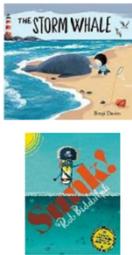
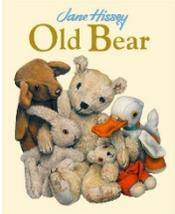
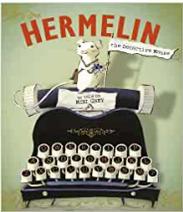
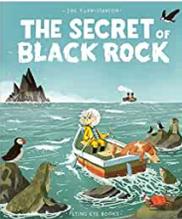
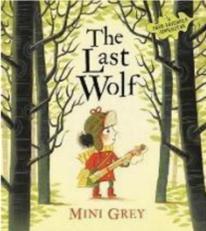
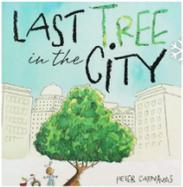
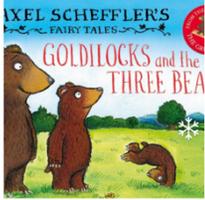
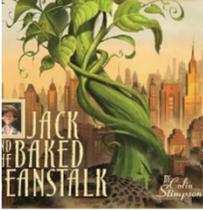
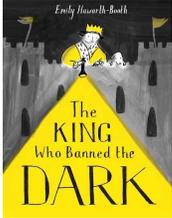
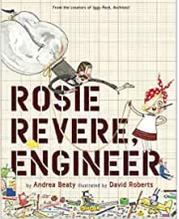
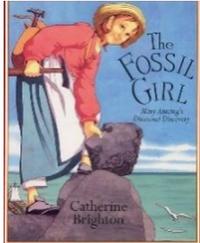
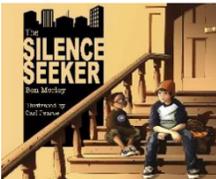
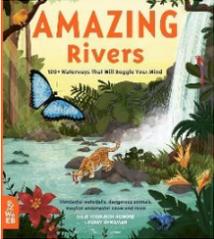
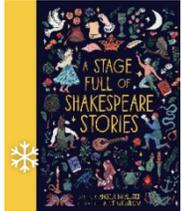


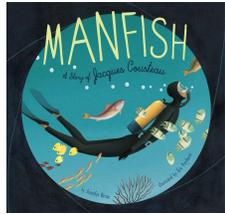
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS Supporting scheme: Read to Write</p>	<ul style="list-style-type: none"> - The Something *Key texts around transition included at this time 	<ul style="list-style-type: none"> - Little Red - Little Red Riding Hood (compare versions) - Jack and the Beanstalk 	<ul style="list-style-type: none"> - Star in the Jar - Aliens Love Underpants - How to catch a star - We are here - The way back home 	<ul style="list-style-type: none"> - Juniper Jupiter - Supertato - Superworm - A superhero like you 	<ul style="list-style-type: none"> - The Extraordinary Gardener - Oliver's Vegetables - A range of non-fiction texts 	<ul style="list-style-type: none"> - The Storm Whale - Sunk 
<p>Writing Outcome & Writing Purpose</p>	<p>Narrative - A Losing Story</p> <p>-Forming letters -Beginning to hear and write initial sounds</p>	<p>Narrative - A Finding Story</p> <p>-Forming letters Beginning to hear and write initial sounds -Beginning to hear sounds in simple VC and CVC words.</p>	<p>Description – Designing underpants Instructions – How to catch a star Information– Poster to find a lost star</p> <p>-Hearing and writing CVC words -Beginning to write 1- 3 words phrases/captions.</p>	<p>Poster – Sidekick search Description – Design a Superhero Narrative – A Superhero Story</p> <p>-Writing short phrases/captions - Beginning to apply digraphs into word writing</p>	<p>Instructions- How to grow a garden plant/ vegetable</p> <p>-Writing short phrases/captions - Applying digraphs into word writing - Beginning to write short sentences independently.</p>	<p>Narrative - A friendship story</p> <p>-Write recognisable letters, most correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.</p>

Grammar: word, sentence, text and punctuation	<p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives</p> <p>How words can combine to make sentences</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>					
Writing Terminology for pupils	letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					
Little Wandle Reading sessions 3 x per week (min) with decodable books						
Year 1 Read to Write	Rapunzel 	Old Bear 	Hermelin 	The Secret of Black Rock 	The Last Wolf 	The Last Trees in the City 
Writing Outcome & Writing Purpose	Narrative -A Traditional Tale Purpose - To narrate	Narrative: Finding Narrative Purpose: To retell a story	Narrative - A Detective Story Purpose - To narrate	Narrative - A Return Story Purpose - To narrate	Narrative -A Hunting Story Purpose - To narrate	Narrative - Environment story Purpose - To narrate
	Instructions - How to Catch a Witch Purpose - To instruct	Recount: Messages Purpose: To inform and explain events that have happened	Recount - Letters Purpose - To recount	Information - Wild Things Purpose - To inform	Recount - Postcards Purpose - To recount	Instructions - Recipes Purpose - To instruct
Grammar: word, sentence, text and punctuation	<p>Reinforce plural noun suffix -s -es</p> <p>Suffix added to verbs - er.</p> <p>Combining words to make sentences.</p> <p>Joining words and clauses using-and.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p>		<p>Suffix added to verbs – ing ed er</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so, but.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces</p> <p>Capital letters</p>		<p>Reinforce plural noun suffix -s -es</p> <p>Reinforce how prefix un – changes the meaning of verbs and adjectives.</p> <p>Combining words to make sentences.</p> <p>Joining words and clauses using-and, because, so, but.</p> <p>Sequencing sentences to form short narratives.</p>	

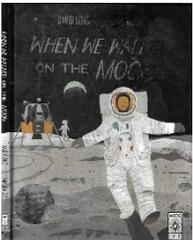
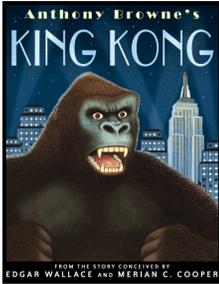
	Capital letters Full Stops	Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I			
Writing Terminology for pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					
Little Wandle Reading sessions 3 x per week (min) with decodable books						
Year 2 Read to Write	Goldilocks and the Three Bears 	Jack and the Baked Beanstalk 	The Bog Baby 	Flower Block and Grandad's Camper 	The King who Banned the Dark 	Rosie Revere Engineer 
Writing Outcome & Writing Purpose	Narrative – Alternative Narrative	Narrative - Twisted Tale	Narrative - Finding Narrative Purpose - To narrate	Recount - Diary entry	Narrative - Mistake Narrative Purpose - To narrate	Narrative - Invention Narrative Purpose - To narrate
	Letter – Wanted Poster and Apology Purpose - To inform	Recount – Diary entry about Nativity	Instruction - How to build a habitat Purpose - To instruct	Narrative - Memory Narrative Purpose - To narrate	Information - How to be a regal leader Purpose - To inform	Explanation - How a machine works Purpose - To explain
Grammar: word, sentence, text and punctuation	<u>Use</u> of the Suffixes –er & –est in adjectives Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question, command			

	Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Coordination (or, and, but) How the grammatical pattern in a sentence indicates its function as question, exclamation and statement. Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	and exclamation. Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Commas to separate items in a list.			
Writing Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					
Steps to Read	(Geography: UK - Rivers and Seas)	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things/ Habitats/ Plants	Reading Breadth - Traditional Tales and Poetry - Contemporary	History - Events beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays & Poetry - Contemporary
Guided Reading and Lexia						
Comprehension Skills and Strategies	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently Demonstrating familiarity with and retelling a wide range of stories, fairy stories and traditional tales Discussing their favourite words and phrases using some of them in their writing Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Build on phonics subject skills and knowledge Connect prior knowledge with context Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families Locate and discuss words and pre-taught vocabulary to find out what the text is about Connect prior knowledge to context 1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text					
Reading Terminology for pupils	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question					

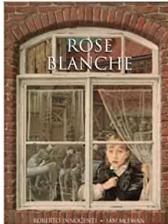
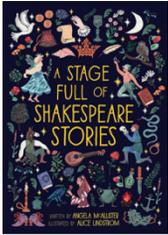
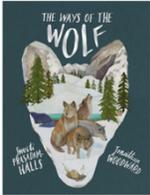
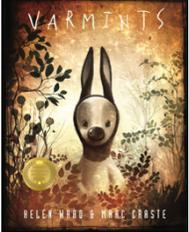
<p style="text-align: center;">Year 3 Pathways to Write</p> <p style="text-align: center;">(EEF Literacy Trial)</p>	<p style="text-align: center;">Coming to England</p> 	<p style="text-align: center;">Winter's Child</p> 	<p style="text-align: center;">The Fossil Girl</p> 	<p style="text-align: center;">The Silence Seeker</p> 	<p style="text-align: center;">Amazing Rivers</p> 	<p style="text-align: center;">A Stage Full of Shakespeare Stories</p> 
<p>Writing Outcome & Writing Purpose</p>	<p>To narrate and describe To write a letter from Floella to her Grandmother telling her about settling into life in the UK.</p>	<p>To narrate and describe To write a fantasy story based on a fable</p>	<p>To write a fossil diary</p>	<p>Rewrite the story in third person with dialogue</p>	<p>Write an information board to persuade people</p>	<p>Non-fiction: write a guide</p>
<p>Grammar: word, sentence, text and punctuation</p>	<p>Use punctuation at Y2 standard correctly (full stops, capital letters – including or proper nouns, exclamation marks, question marks)</p> <p>Use co-ordination (and, but) to join clauses</p> <p>Write sentences with different forms: use of statements, exclamations, questions and commands</p> <p>Use subordination (when, because) to join clauses</p> <p>Use present and past tenses consistently and correctly</p>	<p>Use commas to separate items in a list</p> <p>Use prepositions to express place</p> <p>Use expanded noun phrases to add description and detail</p> <p>Use progressive forms of verbs</p> <p>Use apostrophes for contraction and singular noun possession</p> <p>Use adverbs to express time and place</p> <p>Group related ideas into paragraphs – non-fiction</p> <p>Use pronouns to extend and link sentences</p>	<p>Use inverted commas to punctuate direct speech</p> <p>Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)</p> <p>Group related idea into paragraphs - fiction</p> <p>Pupils should also use the full range of punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p>			
<p>Writing Terminology for Pupils</p>	<p style="text-align: center;">preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, singular noun possession, apostrophes for contraction and possession</p>					

Steps to Read	Science - Forces and Magnets/ Rocks	Reading Breadth: Stories and Poetry - Different forms	Geography - Mountains and Rivers	Reading Breadth: Fairy Stories and Poetry - Different forms	History - Egyptians	Reading Breadth: Stories and Plays and Poetry - Different forms
Comprehension Skills and Strategies	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Increase their familiarity with a wide range of books and retell some of these orally</p> <p>Building on phonics subject skills and knowledge</p> <p>Connect prior knowledge with context</p> <p>Locate and discuss words and pre taught vocabulary to find out what the text is about</p> <p>Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Develop fluent and enthusiasm for reading and read widely and frequently</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</p>					
Reading Terminology for Pupils	root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
Year 4 Read to Write	<p>The Whale</p> 	<p>Leaf</p> 	<p>Arthur and the Golden Rope</p> 	<p>The Lost Happy Endings</p> 	<p>The Journey</p> 	<p>Manfish</p> 
Writing Outcome & Writing Purpose	<p>Narrative - Setting Narrative</p> <p>Purpose - To narrate</p>	<p>Narrative - Outsider Narrative</p> <p>Purpose - To narrate</p>	<p>Narrative - Myth Narrative</p> <p>Purpose - To narrate</p>	<p>Narrative - Twisted Narrative</p> <p>Purpose - To narrate</p>	<p>Narrative - Refugee Narrative</p> <p>Purpose - To narrate</p>	<p>Narrative - Invention Narrative</p> <p>Purpose - To narrate</p>

	Recount - Newspaper Report Purpose - To recount	Information - Polar Bears Purpose - To inform	Information - Defeating a Viking monster Purpose - To inform	Persuasion - Letter Purpose - To persuade	Recount - Diary Purpose - To recount	Recount - Jacques Cousteau Biography Purpose - To recount
Grammar: word, sentence, text and punctuation	Grammatical difference between plural and possessive -s. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials. Paragraphs to organise ideas around a theme. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Grammatical difference between plural and possessive -s. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials. Paragraphs to organise ideas around a theme. Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Grammatical difference between plural and possessive -s. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials. Paragraphs to organise ideas around a theme. Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Verb inflections (we were instead of we was). Fronted adverbials. Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme. Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.		
Writing Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial					
Steps to Read	Science: Living Things/ Habitats/ Animals	Reading Breadth: Stories and Poetry - Different forms	History - Vikings	Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms	Geography - Europe	Reading Breadth: Stories and Plays and Poetry - Different forms
Comprehension Skills and Strategies	<p>Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read a wide range of books that are structured in different ways and read for a range of purposes</p> <p>Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</p> <p>Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</p> <p>Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p style="text-align: center;">Recognise and read all Year 3&4 Word List words with automaticity</p> <p style="text-align: center;">Read texts, including those with few visual clues, increased independence and concentration</p>					

	<p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context With increased independence develop views about what is read Develop positive attitudes to reading and understanding of what is read</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction</p>					
<p>Reading Terminology for Pupils</p>	<p>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</p>					
<p>Year 5 Read to Write</p>	<p>When We Walked on the Moon</p> 	<p>FaRThER</p> 	<p>The Hound of the Baskervilles</p> 	<p>The Promise</p> 	<p>The Lost Book of Adventure</p> 	<p>King Kong</p> 
<p>Writing Outcome & Writing Purpose</p>	<p>Narrative - Exploration Narrative Purpose - To narrate</p>	<p>Narrative - Setting Narrative Purpose - To narrate</p>	<p>Narrative - Cliffhanger Narrative Purpose - To narrate</p>	<p>Narrative - Character Narrative Purpose - To narrate</p>	<p>Narrative - Survival narrative Purpose - To narrate</p>	<p>Narrative - Dilemma Narrative Purpose - To narrate</p>
<p>Grammar: word, sentence, text and punctuation</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Indicate degrees of possibility using modal verbs.</p>	<p>Recount - Formal Report Purpose - To recount</p>	<p>Recount - Letter Purpose - To recount</p>	<p>Inform- Formal Event Report Purpose - To inform</p>	<p>Recount - Newspaper Report Purpose - To recount</p>	<p>Explanation - Survival Guide Purpose - To explain</p>
	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	<p>Converting nouns or adjectives into verbs using suffixes</p>			
	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Develop understanding and use of verb prefixes</p>	<p>Expanded noun phrases to convey complicated information concisely</p>			

	<p>Linking ideas across paragraphs, using adverbials.</p> <p>Commas for parenthesis.</p> <p>Dashes to mark boundaries between independent clauses</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive form.</p> <p>Linking ideas across paragraphs, using adverbials.</p> <p>Use a range of devices to build cohesion, e.g. conjunctions.</p> <p>Recap speech punctuation.</p> <p>Brackets for parenthesis.</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Develop understanding in using devices to build cohesion within a paragraph</p> <p>Use commas for clarity and to avoid ambiguity Indicate parenthesis using brackets</p> <p>Inverted commas to indicate direct speech</p>			
Writing Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Steps to Read	Science: Space	Reading Breadth: Modern fiction and Poetry - Wider Range	Geography - North/ South America	Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms	Geography - North & South America/ World	Reading Breadth: Other Cultures and Traditions and Poetry - Wider Range
Comprehension Skills and Strategies	<p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Recommend books that they have read to their peers, giving simple reasons for their choices</p> <p>Increase their familiarity with a wide range of books</p> <p>Learn a wider range of poetry by heart</p> <p>With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</p> <p>Read extended texts independently for sustained periods</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context</p> <p>Reading widely and frequently for pleasure and information</p>					

	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text					
Reading Terminology for Pupils	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare					
Year 6	Rose Blanche 	Beyond the Lines 	Macbeth 	The Ways of the Wolf 	Origin of the Species 	Varmints 
Writing Outcome & Writing Purpose	Recount - Diary Purpose - To recount	Narrative - Flashback Narrative Purpose - To narrate	Narrative - Tragedy Narrative Purpose - To narrate	Narrative- Documentary Narrative Purpose – To discuss Balanced argument Purpose – To discuss	Narrative – Discovery Narrative Purpose – To narrate	Narrative - Environmental Change narrative Purpose - To narrate
	Recount - Bravery Speech Award Purpose - To recount and inform (hybrid)	Instructions- How to Steal Christmas Purpose - To instruct	Explanation – Shakespeare biography Purpose - To explain	Narrative – Hunted narrative		
Grammar: word, sentence, text and punctuation	Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing The difference between structures typical of informal speech and structures appropriate to formal.		Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...		Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices. The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech.	

	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis</p> <p>Use headings, sub-headings, columns and captions to structure information.</p> <p>Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning</p> <p>Use the range of punctuation taught at KS2 (Speech punctuation).</p>	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns.</p> <p>Use the semicolon as the boundary between independent clauses.</p> <p>Hyphens are used to clarify meaning and avoid ambiguity.</p>	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.</p> <p>Colons to introduce a list and semi-colons for more elaborate lists.</p> <p>Use commas, brackets and dashes for parenthesis.</p> <p>Semicolon to separate two main clauses.</p>			
Writing Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Steps to Read/ Reading Comprehension	History: War	Reading Breadth: Modern fiction and Poetry - Wider Range	Reading Breadth: Literary Heritage and Plays and Poetry	Reading comprehension skills lessons using a wide variety of text extracts	Science - Evolution & Inheritance	Reading Breadth: Traditional Tales and Poetry - Wider Range
Comprehension Skills and Strategies	<p>Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Recommending books that they have read to their peers, giving simple reasons for their choices</p> <p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Increasing their familiarity with a wide range of books</p> <p>Learning a wider range of poetry by heart</p> <p>Recognise and read all Year 5&6 Word List words with automaticity</p> <p>Make meaning from words and sentences, including knowledge of phonics, word roots, word families,</p> <p>Make meaning from text organisation</p> <p>Make meaning by drawing on prior knowledge</p> <p>Read increasingly complex texts independently for sustained periods</p> <p>Find the main idea of a paragraph and text</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</p>					

**Reading Terminology
for Pupils**

**figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect,
compare**