



Hurworth
Primary School



Year 4
Writing
Curriculum

Y4 ENGLISH TEACHING

4 YEAR 4 ENGLISH TEACHING

- Daily spelling
- Regular handwriting instruction (at least three times per week)
- Daily English lessons focusing on the writing sequence
- Regular shared reading of quality texts
- Regular opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics



THE WRITING SEQUENCE

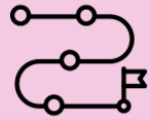
Children further develop their understanding of the writing sequence in Year 4, building upon their knowledge from previous years.



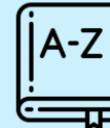
Immerse



Explore



**Plan and
Sequence**



**Practice:
Language**



**Practice:
Grammar**



Draft



**Edit and
Improve**



Publish



**Pause and
Stretch**

GRAMMAR KNOWLEDGE

New Learning

Prior Learning

Spelling

stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
irregular verb	A verb that doesn't follow the usual pattern for changing tense.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.

Punctuation

comma for reporting clauses	If the reporting clause is first, it is followed by a comma. If the reporting clause comes after speech, and the speech sentence would usually end in a full stop, a comma should be used before the closing inverted commas. If the speech sentence is interrupted by the reporting clause, you should use a comma at the end of the first part of the speech sentence and before the second part.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence. This can be a type of fronted adverbial.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.
apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.

Sentence Structure

main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. They end with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and can end with a full stop or exclamation mark, depending on how the sentence is to be read.
question sentence	A question or request that asks something. It starts with a question word or a verb and end with a question mark.
exclamation sentence	A sentence that shows that someone is surprised, excited, shocked or has a strong emotion. They can also be sentences which are shouted. It can be formed: what or how + noun phrase/ adjective + pronoun/noun + verb + !
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Irregular Verbs

become, leave, feel, bring, begin, spend, wear, sell, send, win
know, think, show, keep, hear, read, blow, fly, hide, stink, throw
take, give, find, tell, hold, write, grow, send, break, show
come, sing, meet, sit, speak, draw, swim, cut, dig, put
say, make, go, see, get, drink, run, build, eat, do

Word Class

fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. Noun phrases, preposition phrases and subordinate clauses can work as adverbials. They can tell us how (manner), when (time), where (place) and why (cause).
noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

SPELLING KNOWLEDGE

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> 1. Recap Year 3/4 words: circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise 2. Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) 3. Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) 4. The prefix in- (meaning not) 5. The prefix in- as il- before a root word starting with l 6. The prefix in- as im- before a root word starting with an m or p 7. The prefix in- as ir- before a root word starting with r 8. Year 3/4 words: important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore 	<ol style="list-style-type: none"> 1. Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, particularly, peculiarly, regularly) 2. Recap: Adding -ly to a root word ending in -le (Y3/4 words: probably) 3. Recap: Adding -ly to a root word ending in -ic 4. Adding the suffix -ation 5. Adding the suffix -ation to root words ending in e 6. Homophones and Near Homophones: accept, except, knot, not, peace, piece, plain, plane, weather, whether 7. Year 3/4 words: continue, group, through, fruit, thought, although, though, material, length, strength 	<ol style="list-style-type: none"> 1. The suffix -ous where there is and is not an obvious root word 2. The suffix -ous where -our is changed to -or before -ous is added 3. The suffix -ous where the root word ends in -e (including where a final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept) (Y3/4 words: famous) 4. The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: various) 5. Recap: Adding suffixes to words ending in -y 6. Year 3/4 words: famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> 1. Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te 2. Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se 3. Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: occasion) 4. Homophones and Near Homophones: scene, seen, who's, whose, hear, here, affect, effect, groan, grown 5. Year 3/4 words: occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history 	<ol style="list-style-type: none"> 1. Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: possession) 2. Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit 3. Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs 4. Recap: The prefixes re-, dis-, mis-, anti-, auto-, super- 5. Homophones and Near Homophones: medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll 6. Year 3/4 words: possession, busy, business, guard, island, promise, purpose, strange, complete, extreme 	<ol style="list-style-type: none"> 1. Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: exercise, experience, medicine, notice, recent, sentence) 2. The prefix inter- 3. The prefix sub- 4. The prefix bi- 5. Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey 6. Homophones and Near Homophones: flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste 7. Year 3/4 words: exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow

HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

Children in Year 4 are given opportunities to develop fluency in transcription skills through:

- Regular handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Regular transcription and sentence writing practice through dictation.
- Regular scaffolded sentence writing practice.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

Grammar

Children are taught to extend their grammar knowledge and use of sentence structures to aid cohesion though:

- Understanding the difference between plural and possessive 's'.
- Using the Standard English form for verb inflections (e.g. we were, I did)
- Using fronted adverbials.
- Using noun phrases that are expanded before and/or after the noun.
- Using a or an according to whether the next word begins with a consonant or vowel.
- Using conjunctions, prepositions and adverbs to express time, place and cause.
- Using the progressive tense to mark actions in progress.
- Using the perfect form of verbs.
- Using subordinating or co-ordinating conjunctions to add further detail or link ideas.

Punctuation

Children are taught to use punctuation accurately across all writing through:

- Using commas after a fronted adverbial.
- Punctuating reporting clauses correctly:
 - Reporting clause + comma + inverted comma + speech + .!/? + inverted comma
 - inverted comma + speech + comma.!/? + inverted comma + reporting clause + full stop
 - inverted comma + first part of speech + comma + inverted comma + reporting clause + inverted comma + second part of speech + .!/? + inverted comma
 - inverted comma + full speech sentence + comma.!/? + inverted comma + reporting clause + full stop + inverted comma + full speech sentence + .!/? + inverted comma
- Using inverted commas to punctuate direct speech.
- Using apostrophes for singular and plural possession.
- Using apostrophes for contraction.

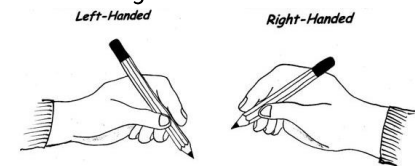
Handwriting

Children are taught to:

- Use the diagonal strokes that are needed to join letters (second, third and fourth join).

Second Join – Ascenders/Descenders to Ascenders/Descenders	Third Join – Horizontal Joins	Fourth Join – Joins with Loops
<ul style="list-style-type: none"> • Diagonal joins from letters with ascenders/descenders to letters with ascenders/descenders (e.g. lb, pl). • Horizontal joins to letters with ascenders/descenders (e.g. ob, rt). 	<ul style="list-style-type: none"> • Horizontal joins to letters without ascenders or descenders (e.g. oo). • Horizontals join to letters with ascenders and descenders (e.g. ol). 	<ul style="list-style-type: none"> • Loop joins from letters with descenders e.g. yo, ju






- Increase the fluency, legibility, consistency and quality of their handwriting though regular practice.
- Continue to encourage correct pencil/pen grip and posture when writing.



- Begin to use taught joins when writing independently.
- *N.B. Children should only be taught to write with a joined style once they can form letters securely with the correct orientation.*

Children in Year 4 continue to learn to write for different purposes. They are taught the importance of context, audience and purpose through:







- Selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion.
- Building cohesion within and across sentences through: appropriate choice of nouns; introducing the subject/object and using pronouns to reference back; use of paragraphs to organise ideas around a theme; use of fronted adverbials, conjunctions and prepositions to clarify.
- Beginning to experiment with an informal style, as well as formal, which may include contractions, vernacular language and direct addresses to the reader.

	 Character Episode 	 Setting Description 	 Story Writing (Retell or Own Version)
	Children learn to describe characters and settings linked to books or topics.		Children learn to retell sections of or whole stories linked to a text they know well and write their own versions.
Structure and Organisation	<ul style="list-style-type: none"> • Introduce the character to the reader • Describe the character's appearance (distinctive features) and personality • Show an interaction between the character and other characters, showing their personality through their actions and speech 	<ul style="list-style-type: none"> • Introduce the setting to the reader • Describe the setting (distinctive features) using different senses • Organise the description so it moves through the setting to aid cohesion 	<ul style="list-style-type: none"> • Include a title for their story • Include a beginning which introduces the character or setting • Include a build up which hints at what is going to happen next • Include a problem or dilemma • 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 which follow and flow
Grammatical Features	<ul style="list-style-type: none"> • Use a range of verb tenses with increasing consistency • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use inverted commas to punctuate a sequence of speech sentences, including using a new line for a new speaker • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use person and subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use a range of verb tenses with increasing consistency • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use person and subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use a range of verb tenses with increasing consistency • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use inverted commas to punctuate a sequence of speech sentences, including using a new line for a new speaker • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use person and subject-verb agreement with increasing consistency
Language Features	<ul style="list-style-type: none"> • Use similes to add detail and description and begin to use onomatopoeia and alliteration • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail • Make effective choices when writing noun phrases (expanding before and/or after the noun) • Use pronouns and a wider range of noun phrases to avoid repetition • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb) • Begin to use 'show don't tell' techniques to encourage the reader to make inferences • Begin to use speech for characterisation 	<ul style="list-style-type: none"> • Use similes to add detail and description and begin to use onomatopoeia and alliteration • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail • Make effective choices when writing noun phrases (expanding before and/or after the noun) • Use pronouns and a wider range of noun phrases to avoid repetition 	<ul style="list-style-type: none"> • Use similes to add detail and description and begin to use onomatopoeia and alliteration • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail • Make effective choices when writing noun phrases (expanding before and/or after the noun) • Use pronouns and a wider range of noun phrases to avoid repetition • Use different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb) • Begin to use 'show don't tell' techniques to encourage the reader to make inferences • Begin to use speech to move the action forwards

TEXT TYPES

New Learning







Prior Learning

	 Diary Recounts (imagined or in role) 	 Letter Recount (experience) 	 Eyewitness Account 
	Children learn to recount from a character's viewpoint in the form of more than one diary entry, focusing on including emotions and feelings.	Children learn to recount in an informal way, focusing on recalling real events.	Children learn to recount in a more factual way, focusing on recalling all events in a factual manner.
Structure and Organisation	<ul style="list-style-type: none"> • Include the dates the diary entries were written • Express what type of day it has been • Organise the main body into paragraphs • Organise the information chronologically • Include only significant/relevant events or information • Include a closing reflection 	<ul style="list-style-type: none"> • Include the sender's address • Include the date the letter was written • Begin with a salutation (Sir/Madam if recipient is unknown) • Open by informing the reader of the purpose of the letter • Follow with the main body of the letter, presenting information chronologically • Use paragraphs to organise ideas around a theme • Include a closing statement stating what the writer hopes will happen next or emphasising overall feeling about the event • End with a sign off 	<ul style="list-style-type: none"> • State what the event was, who it happened to, where it happened, when it happened, how it happened and why it happened. • Use paragraphs to organise ideas around a theme • Organise the information chronologically • Include a closing statement stating what the writer feels or thinks overall about the event
Grammatical Features	<ul style="list-style-type: none"> • Use mainly past tense • Use mainly first person • Use exclamatory sentences • Use rhetorical questions • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use mainly past tense • Use mainly first person • Use exclamatory sentences • Use rhetorical questions • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use mainly past tense • Use mainly first person • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use subject-verb agreement with increasing consistency
Language Features	<ul style="list-style-type: none"> • Use emotive language to emphasise feelings and reveal thoughts • Include opinions as well as facts • Use personal pronouns • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify • Make effective choices when writing noun phrases (expanding before and/or after the noun) when recounting, • Use language to reflect the role • Use pronouns and a wider range of noun phrases to avoid repetition • Use language drawn from knowledge of context 	<ul style="list-style-type: none"> • Use a less formal tone, aimed at someone known • Include only relevant information • Use emotive language to emphasise feelings • Include opinions as well as facts • Use personal pronouns • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify • Make effective choices when writing noun phrases (expanding before and/or after the noun) when recounting, • Use pronouns and a wider range of noun phrases to avoid repetition • Use language drawn from knowledge of context 	<ul style="list-style-type: none"> • Use factual language when explaining the event • Include facts (no opinions) • Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify • Make effective choices when writing noun phrases (expanding before and/or after the noun) when recounting • Use pronouns and a wider range of noun phrases to avoid repetition • Use language drawn from knowledge of context

TEXT TYPES

New Learning





Prior Learning

	 Rhyming Poetry 	 Persuasive Flyer 	 Persuasive Leaflet 
	<p>Children explore and experience a range of poetry through reading. In writing, they learn to compose rhyming poems.</p>	<p>Children learn to persuade a consumer to buy something through promoting a product in the form of a flyer that could be found in a shop.</p>	<p>Children learn to persuade a visitor to book something or go somewhere in the form of a leaflet.</p>
Structure and Organisation	<ul style="list-style-type: none"> Organise the poem into stanzas, each with a set number of lines Use a consistent rhyme scheme (e.g. AABB, ABAB) to create a musical quality 	<ul style="list-style-type: none"> Include an introductory sentence to state what the product is about Include sub-headings Use paragraphs to organise content into sections, including information to promote the product Consider how best to make the leaflet visually appealing (boxes, colour, bullet points, diagrams, images, layout) Create a catchy tagline or slogan to advertise the product Include a promise of a bargain/offer 	<ul style="list-style-type: none"> Include a heading Include sub-headings Consider how best to make the leaflet visually appealing (boxes, colour, bullet points, diagrams, images, layout) Create catchy phrases to advertise the location Use paragraphs to organise content into sections, including detailed information Include a section stating what to do if the reader has been persuaded
Grammatical Features	<ul style="list-style-type: none"> Use apostrophes for contraction and possession 	<ul style="list-style-type: none"> Use the second person Use the present tense, including the present perfect Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences Use imperative verbs to convey importance Use inverted commas for direct quotes/endorsements Use exclamatory sentences to emphasise Use rhetorical questions Use apostrophes for contraction and possession Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> Use the second and third person where appropriate Use the present tense, including the present perfect Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences Use imperative verbs to convey importance where appropriate Use inverted commas for direct quotes/endorsements Use exclamatory sentences to emphasise Use rhetorical questions Use apostrophes for possession Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. Use subject-verb agreement with increasing consistency
Language Features	<ul style="list-style-type: none"> Use effective noun phrases (expanding before and/or after the noun) Use rhyming words Use vivid imagery and creative language to paint pictures in the reader's mind Draw upon reading to inform language and content choices 	<ul style="list-style-type: none"> Use emotive language to convince the reader Use noun phrases to add detail and to begin to aid cohesion Use alliteration for effect Use comparisons (including comparatives and superlatives) and exaggeration Use the rule of three to convince the reader Use language drawn from knowledge of context Use language which appeals to the senses Include positive statistics 	<ul style="list-style-type: none"> Use emotive language to convince the reader Use noun phrases to add detail and to begin to aid cohesion Use alliteration for effect Use comparisons (including comparatives and superlatives) and exaggeration Use the rule of three to convince the reader Use language drawn from knowledge of context Use language which appeals to the senses

TEXT TYPES

New Learning





Prior Learning

	 Non-Chronological Report (Magazine)	 Non-Chronological Report (Double Page Spread)	 Local Newspaper Report 
	<p>Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.</p>		<p>Children learn to recount and inform through writing short newspaper reports that could be found in a local newspaper.</p>
Structure and Organisation	<ul style="list-style-type: none"> • Use a catchy heading to introduce the topic • Write an introduction which provides an overview • Use sub-headings to organise sections of information and to aid cohesion • Use paragraphs to organise related information • Include captioned pictures where appropriate • Include fun facts or a did you know section • Define any key words in a glossary • Use bullet points to break up key information • Possibly include end-of-article activities such as a quiz or puzzle 	<ul style="list-style-type: none"> • Use a heading to introduce the topic • Write an introduction which provides an overview • Use sub-headings to organise sections of information and to aid cohesion • Use paragraphs to organise related information • Include labelled diagrams where appropriate • Include fun facts or a did you know section • Define any key words in a glossary 	<ul style="list-style-type: none"> • Include a short, catchy headline • Include a by-line with who is reporting • Organise the article in two columns • Possibly include an image with caption • Begin with an introduction which summarises the report (4Ws) • Use paragraphs to sequence the events, adding more information and answering how/why the event happened • Close with a final comment about the article to re-orientate the reader
Grammatical Features	<ul style="list-style-type: none"> • Use the third person • Using the appropriate tense for the different parts of the magazine • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases • Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use the third person • Mainly use the present tense, including the present perfect • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use the third person • Begin to explore and manage the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use inverted commas to show direct speech (e.g. witness statements) • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Use subject-verb agreement with increasing consistency
Language Features	<ul style="list-style-type: none"> • Use technical vocabulary to demonstrate factual knowledge • Use specific names of people or places • Use statistics to inform • Use pronouns to refer back to the subject • Use noun phrases to avoid repetition • Use noun phrases, adverbs and prepositions to provide specific, factual detail. 	<ul style="list-style-type: none"> • Use technical vocabulary to demonstrate factual knowledge • Use specific names of people or places • Use statistics to inform • Use pronouns to refer back to the subject • Use noun phrases to avoid repetition • Use noun phrases, adverbs and prepositions to provide specific, factual detail. 	<ul style="list-style-type: none"> • Use specific names of people or places • Use emotive vocabulary to convey and evoke response • Use pronouns and noun phrases to avoid repetition • Use pronouns to refer back to the subject • Avoid overly detailed descriptions • Select words and phrases that support the “theme” of the newspaper report e.g. a positive event will use positive imagery/word choices throughout

TEXT TYPES

New Learning

Prior Learning

	 Procedural Text 	 Explanation 
	Children learn to inform through a procedural text written as a step-by-step How To Guide	Children learn to inform through explaining how or why something happens in the form of a first person comic book.
Structure and Organisation	<ul style="list-style-type: none"> • Include a title which outlines what the procedural text is for • Include an opening statement • Include a list of materials/equipment • Sequence the instructions with numbered steps • Keep the initial instruction sentences concise so the reader can follow the steps easily • Include additional detail following each step to support the reader's understanding • Close with a final statement, which may include warnings and/or top tips • Organise the steps chronologically 	<ul style="list-style-type: none"> • Include a title which outlines what the explanation is for • Include an opening panel to explain what the main idea of the explanation is • Sequence a process in a number of panels, including a visual representation • Include a conclusion panel to summarise the process or add a final thought • Include speech bubbles or labels to add additional information • Include fun facts panels to include additional information
Grammatical Features	<ul style="list-style-type: none"> • Use imperative verbs to form command sentences • Use the second person to address the reader • Use appropriate co-ordinating and subordinating conjunctions to provide additional detail • Use negative command sentences to give tips or hints • Use apostrophes for contraction and possession • Use rhetorical questions • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Use subject-verb agreement with increasing consistency 	<ul style="list-style-type: none"> • Use the first person • Mainly use the present tense, including the present perfect or present progressive • Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences • Use rhetorical questions to engage the reader or introduce new sections • Use apostrophes for contraction and possession • Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases. • Use subject-verb agreement with increasing consistency
Language Features	<ul style="list-style-type: none"> • Use noun phrases only for essential information • Use determiners to give precision and quantify • Use different imperative verbs to show how the instruction should be done • Use a range of fronted adverbials, adverbs and prepositional phrases to clarify and sequence • Use language drawn from knowledge of context, including technical vocabulary • Use pronouns and a wider range of noun phrases in order to avoid repetition 	<ul style="list-style-type: none"> • Use adverbs and prepositions for clarity • Use noun phrases only for essential information • Use determiners to give precision and quantify • Avoid use of imperative verbs to distinguish explanation from instruction • Use a range of fronted adverbials, adverbs and prepositional phrases to clarify and sequence • Use language drawn from knowledge of context, including technical vocabulary • Use pronouns and a wider range of noun phrases in order to avoid repetition • Use explanatory language to explain processes clearly

ENDPOINTS

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 4 should enable children to:

	Autumn	Spring	Summer
Transcription	Apply Year 3 and some Year 4 spelling patterns within writing.	Apply many taught spelling patterns within writing.	Apply taught spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.	Spell most of the taught Year 3/4 statutory words correctly.	Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.	Begin to spell a wider range of contraction words correctly.	Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with some joins.	Write with legible and consistent handwriting, with some joins correctly formed.	Write with legible and consistent handwriting, with many joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Begin to use commas after fronted adverbials, as well as in lists.	Use commas more consistently after fronted adverbials, as well as in lists.	Use commas after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.	Put the apostrophe in the correct place within contractions and for singular possession.	Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Use inverted commas to punctuate speech sentences mostly correctly.	Begin to use apostrophes to mark plural possession.	Put the apostrophe in the correct place within contractions and to mark singular possession.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.	Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly.	Demonstrate greater accuracy in use of apostrophes to mark plural possession.
	Use a range of verb tenses with increasing consistency.	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use person and subject-verb agreement with increasing consistency.	Use a range of verb tenses with increasing consistency.	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).	Use person and subject-verb agreement with increasing consistency.	Use a range of verb tenses with increasing consistency.
	Write coherent non-narrative pieces using appropriate language and some organisational features.	Begin to write organised and structured narratives (including short stories, character and setting descriptions).	Use person and subject-verb agreement with increasing consistency.
	Begin to vary sentence structure through the use of fronted adverbials to add detail.	Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.	Write organised and structured narratives (including short stories, character and setting descriptions).
	Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.	Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail.	Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Organise writing into paragraphs to introduce new ideas or information.	Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.	Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.
	Use pronouns to replace nouns in order to avoid repetition.	Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.	Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.
		Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
		Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.	Use paragraphs to organise ideas around a theme, making cohesive links between them.
		Use pronouns and a wider range of noun phrases in order to avoid repetition.	

GREATER DEPTH ENDPOINTS

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all of** the statements in the summer term.

Greater Depth

Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.

Make some choices about:

- the organisation and structure of writing
- when to use a formal or more informal style
- revealing character through dialogue
- the use of precise vocabulary and techniques to evoke feelings and responses from the reader
- language and grammar, according to purpose and audience

to show an individual writer's voice.

Begin to draw upon models from reading and use them to enhance writing.

SUPPORT FOR CHILDREN NOT WORKING AT ARE

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	

These can be tracked back further to meet the needs of the individual child.

LONG TERM PLAN

Autumn					
		Postcard recounts (in role)	Persuasive leaflet	Procedural text (How To guide)	Story episode
Spring					
	Setting description	Short diary recounts (in role)	Non-chronological report (double page spread)	Retell of a story	Eyewitness account
Summer					
	Persuasive advert	Character episode	Rhyming poetry	Legend	Local newspaper report

AUTUMN 1



Stimulus

CAP

Main Focus

Additional Teaching Points

← →

Basic sentence writing skills and practice through the PVPG scheme of work.

Context: Postcard recount (in role as Tim)
Audience: Tim's parents
Purpose: To recount an adventure holiday

Context: Persuasive leaflet
Audience: Year 3
Purpose: To persuade Year 3 to go on a residential trip to Robinwood

- Nouns (common and proper; collective and partitive)
- Verbs and verb phrases (being (and 'to have') and action; regular and irregular)
- Subject
- Building single-clause sentences using subject/verb and using pronouns within these
- Co-ordinating conjunctions

- Using appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
- Beginning to vary sentence structure through the use of fronted adverbials to add detail, using commas to punctuate.
- Organising writing into paragraphs to introduce new ideas or information, including only relevant information.
- Using the correct tense with increasing consistency.

- Using emotive language to convince the reader, including the rule of three.
- Using comparisons and exaggerations.
- Using prepositional phrases.
- Using inverted commas for direct quotes/endorsements.


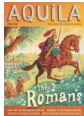

- Applying Year 3 and some Year 4 spelling patterns within writing.
- Spelling most of the taught Year 3/4 statutory words correctly.
- Choosing the correct spelling of taught homophones and near-homophones to match the context.
- Spelling most common contraction words correctly.
- Writing with legible and consistent handwriting, with some joins.
- Using editing to increase the accuracy of spelling and punctuation.
- Beginning to use commas after fronted adverbials, as well as in lists.
- Using person and subject-verb agreement with increasing consistency.
- Using exclamatory sentences.
- Using rhetorical questions.
- Using apostrophes for contraction and possession.
- Using pronouns to replace nouns in order to avoid repetition.
- Using noun phrases to clarify and avoid repetition.
- Using adverbs and prepositions for clarity.
- Using a less formal tone, aimed at someone known.

- Applying Year 3 and some Year 4 spelling patterns within writing.
- Spelling most of the taught Year 3/4 statutory words correctly.
- Choosing the correct spelling of taught homophones and near-homophones to match the context.
- Spelling most common contraction words correctly.
- Writing with legible and consistent handwriting, with some joins.
- Using editing to increase the accuracy of spelling and punctuation.
- Beginning to use commas after fronted adverbials, as well as in lists.
- Using person (second and third) and subject-verb agreement with increasing consistency.
- Using the present tense, including the present perfect.
- Using appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
- Using exclamatory sentences.
- Using rhetorical questions.
- Using apostrophes for contraction and possession.
- Using pronouns to replace nouns in order to avoid repetition.
- Using noun phrases to clarify and avoid repetition.
- Using language which appeals to the senses.
- Using adverbs and prepositions for clarity.
- Using a less formal tone, aimed at someone known.


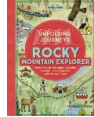
- Rewrite a section of the letter as if it is written to a friend (in a less formal style).

- Rewrite a section of the leaflet as if it is written to persuade teachers to book a trip (in a more formal style).

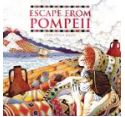
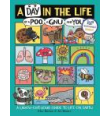
AUTUMN 2

Stimulus			 	
CAP	<p>Context: Procedural text (How To guide) Audience: A Small Purpose: To show a Small how to avoid being stomped into a sandwich by a giant</p>	<p>Context: Story episode Audience: Year 5 Purpose: To entertain by writing own version of an event in the story from a different character's viewpoint</p>	<p>Context: Non-chronological report (magazine) Audience: Primary school children Purpose: To give information about what the Romans did for us</p>	
Main Focus	<ul style="list-style-type: none"> Using appropriate co-ordinating and subordinating conjunctions to join and extend many clauses, including warnings and further advice. Beginning to vary sentence structure through the use of fronted adverbials to add detail and sequence, using commas to punctuate. Using adverbs and prepositional phrases to clarify. Using determiners to give precision and quantify. 	<ul style="list-style-type: none"> Using the past tense, including simple past and past progressive Accurately using inverted commas and reporting clauses when the reporting clause comes before and after the speech. Beginning to vary sentence structure through the use of fronted adverbials for cohesion, using commas to punctuate. Beginning to vary use of noun phrases (expanding before and/or after the noun). 	<ul style="list-style-type: none"> Beginning to use apostrophes for plural possession. Using prepositional phrases to provide specific, factual detail. Using the appropriate tense to describe something that the Romans did and then explain the impact on us today. Organising writing into paragraphs to introduce new ideas or information. 	
Additional Teaching Points	<ul style="list-style-type: none"> Applying Year 3 and some Year 4 spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling most common contraction words correctly. Writing with legible and consistent handwriting, with some joins. Using editing to increase the accuracy of spelling and punctuation. Beginning to use commas after fronted adverbials, as well as in lists. Using person (second) and subject-verb agreement with increasing consistency. Using negative command sentences to give tips or hints. Using rhetorical questions. Using apostrophes for contraction and possession. Using noun phrases only for essential information Using different imperative verbs to show how the instruction should be done Using language drawn from knowledge of context, including technical vocabulary Using pronouns and a wider range of noun phrases in order to avoid repetition Keeping the initial instruction sentences concise so the reader can follow the steps easily Including additional detail following each step to support the reader's understanding Using a range of organisational devices e.g. headings, sub-headings, bullet points, text layout 	<ul style="list-style-type: none"> Applying Year 3 and some Year 4 spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling most common contraction words correctly. Writing with legible and consistent handwriting, with some joins. Beginning to use commas after fronted adverbials, as well as in lists. Organising writing into paragraphs to introduce new ideas or information. Using appropriate co-ordinating and subordinating conjunctions to join and extend many clauses. Using apostrophes for contraction and possession. Using person and subject-verb agreement with increasing consistency. Using similes to add detail and description. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail Using pronouns and a wider range of noun phrases to avoid repetition Using pronouns to replace nouns in order to avoid repetition. 	<ul style="list-style-type: none"> Applying Year 3 and some Year 4 spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling most common contraction words correctly. Writing with legible and consistent handwriting, with some joins. Using editing to increase the accuracy of spelling and punctuation. Beginning to use commas after fronted adverbials, as well as in lists. Using appropriate co-ordinating and subordinating conjunctions to join and extend many clauses. Using apostrophes for contraction and singular possession. Using person and subject-verb agreement with increasing consistency. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail . Using pronouns and a wider range of noun phrases to avoid repetition. Using noun phrases, adverbs and prepositions to provide specific, factual detail. Using technical vocabulary to demonstrate factual knowledge. Use specific names of people or places. Using organisational features to aid the reader. 	
← →	<ul style="list-style-type: none"> Rewrite some of the steps to change them to tell a giant how to stomp a Small into a sandwich. 	<ul style="list-style-type: none"> Rewrite a section of the episode to focus on building tension, including use of varied sentence lengths. 	<ul style="list-style-type: none"> Rewrite one section of the magazine for a different audience (e.g. experts), changing the formality. 	


SPRING 1

Stimulus			
CAP	<p>Context: Setting description Audience: Year 6 Purpose: To describe Starjik's palace, moving from the outside to inside</p>	<p>Context: Short diary recounts (in role) Audience: Self Purpose: To recount a series of days, detailing Ivan's journey to the Ice Palace through short diary entries</p>	<p>Context: Non-chronological report (double page spread) Audience: Year 2 Purpose: To give information about the animals and plants within the Rocky Mountains</p>
Main Focus	<ul style="list-style-type: none"> Using a variety of sentence lengths. Using figurative language (similes, alliteration, onomatopoeia) to describe. Using prepositional phrases in different places within a sentence. Varying use of noun phrases (expanding before and/or after the noun) to add detail. 	<ul style="list-style-type: none"> Beginning to use apostrophes to mark plural possession. Beginning to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail. Using an informal tone through use of language and grammar. Using pronouns and beginning to use a wider range of noun phrases in order to avoid repetition. 	<ul style="list-style-type: none"> Beginning to use apostrophes to mark plural possession Using prepositional phrases to provide specific, factual detail. Organising writing into paragraphs to introduce new ideas or information. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
Additional Teaching Points	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Beginning to use apostrophes to mark plural possession Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Beginning to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail. Using paragraphs to organise ideas around a theme, beginning to make cohesive links between them. Using pronouns and beginning to use a wider range of noun phrases in order to avoid repetition. 	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using paragraphs to organise ideas around a theme, beginning to make cohesive links between them. Using emotive language to emphasise feelings and reveal thoughts. Including opinions as well as facts. Using personal pronouns. Varying use of noun phrases (expanding before and/or after the noun) to add detail. Using language to reflect the role. Using language drawn from knowledge of context. 	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail. Using pronouns and a wider range of noun phrases to avoid repetition. Using noun phrases, adverbs and prepositions to provide specific, factual detail. Using technical vocabulary to demonstrate factual knowledge. Use specific names of people or places. Using statistics to inform. Using organisational features to aid the reader.
← →	<ul style="list-style-type: none"> Rewrite a section of the description, focusing on changing the atmosphere. 	<ul style="list-style-type: none"> Rewrite one of the entries from the point of view of the 'old woman'. 	<ul style="list-style-type: none"> Rewrite one section of the non-chronological report as a fact file, focusing on selecting the most important information and changing the formality.

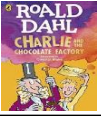
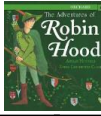

SPRING 2

Stimulus			
CAP	<p>Context: Retell of a story Audience: Year 3 Purpose: To retell the story of 'Escape from Pompeii' in the third person</p>	<p>Context: Eyewitness accounts Audience: Future readers Purpose: To factually recount the eruption of Mount Vesuvius, before, during and after it happened</p>	<p>Context: Explanation text (comic book) Audience: Parents Purpose: To explain how a volcano erupts (from the point of view of the volcano)</p>
Main Focus	<ul style="list-style-type: none"> Using pronouns and beginning to use a wider range of noun phrases in order to avoid repetition. Varying use of noun phrases (expanding before and/or after the noun) to add detail. Beginning to write a sequence of speech sentences, punctuating these mostly correctly (including a new line for a new speaker). Beginning to vary sentence structure through the use of fronted adverbials, prepositional phrases and openers such as an adjective or list of adjectives to add detail 	<ul style="list-style-type: none"> Beginning to vary sentence structure through the use of fronted adverbials and prepositional phrases to orientate the reader. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Beginning to use subordinate clauses at the start of a sentence, following these with a comma. Using paragraphs to organise ideas around a theme, beginning to make cohesive links between them. 	<ul style="list-style-type: none"> Organising writing into sections (panels) to introduce new ideas or information. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Using determiners to give precision and quantify. Using the first person to write factually about a process.
Additional Teaching Points	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Beginning to use apostrophes to mark plural possession Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using a variety of sentence lengths. Using figurative language (similes, alliteration, onomatopoeia) to describe. Using paragraphs to organise ideas around a theme, beginning to make cohesive links between them. 	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Beginning to use apostrophes to mark plural possession Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using factual language when explaining the event. Including facts (rather than opinions) Using pronouns and beginning to use a wider range of noun phrases in order to avoid repetition. Using language drawn from knowledge of context. 	<ul style="list-style-type: none"> Applying many taught spelling patterns within writing. Spelling most of the taught Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Beginning to spell a wider range of contraction words correctly. Writing with legible and consistent handwriting, with some joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas more consistently after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Maintaining the verb tense with increasing consistency, including simple present, present progressive and present perfect Using person and subject-verb agreement with increasing consistency. Using rhetorical questions to engage the reader or introduce new sections Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail. Using pronouns and a wider range of noun phrases to avoid repetition. Using noun phrases, adverbs and prepositions to provide specific, factual detail and clarity. Use noun phrases only for essential information. Use language drawn from knowledge of context, including technical and explanatory language.
← →	<ul style="list-style-type: none"> Rewrite a conversation within the story, focusing on revealing character through dialogue. 	<ul style="list-style-type: none"> Rewrite one part of the account as a diary entry, including personal feelings and thoughts 	<ul style="list-style-type: none"> Rewrite one or more parts of the process as short paragraphs, adding additional detail

SUMMER 1

Stimulus		
CAP	<p>Context: Persuasive flyer Audience: Children Purpose: To persuade children to purchase a new chocolate bar</p>	<p>Context: Character episode Audience: Year 5 Purpose: To entertain the reader, showing them what a character is like</p>
Main Focus	<ul style="list-style-type: none"> Using paragraphs to organise ideas around a theme, making cohesive links between them. Making effective choices when writing noun phrases (expanding before and/or after the noun) to persuade. Use comparisons (including comparatives and superlatives) and exaggeration. Using an informal style due to audience. 	<ul style="list-style-type: none"> Beginning to use commas to mark the boundary between a (fronted) subordinate clause and a main clause. Beginning to use –ing participles or –ed participles (with or without adverbs) to open sentences. Beginning to use speech for characterisation. Beginning to use ‘show don’t tell’ techniques to encourage the reader to make inferences.
Additional Teaching Points	<ul style="list-style-type: none"> Applying taught spelling patterns within writing. Spelling most Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling a wider range of contraction words correctly. Writing with legible and consistent handwriting, with many joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Demonstrating greater accuracy in use of apostrophes to mark plural possession. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Using inverted commas for direct quotes/endorsements. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. Using exclamatory sentences to emphasise. Using rhetorical questions. Including positive statistics. Using language which appeals to the senses. Using alliteration for effect. Using the rule of three to convince the reader. Use language drawn from knowledge of context. 	<ul style="list-style-type: none"> Applying taught spelling patterns within writing. Spelling most Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling a wider range of contraction words correctly. Writing with legible and consistent handwriting, with many joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Demonstrating greater accuracy in use of apostrophes to mark plural possession. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Using inverted commas to punctuate a sequence of speech sentences mostly correctly. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using similes to add detail and description and beginning to use onomatopoeia and alliteration. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. Making effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes. Using paragraphs to organise ideas around a theme, making cohesive links between them. Using pronouns and a wider range of noun phrases in order to avoid repetition.
← →	<ul style="list-style-type: none"> Rewrite the flyer as a voiceover for a Marks and Spencer-style advert, focusing on using techniques to evoke feelings and responses from the reader/viewer. 	<ul style="list-style-type: none"> Rewrite a section of the episode to provoke a different response (e.g. sympathy or dislike) in the reader.

SUMMER 2

Stimulus				
CAP	<p>Context: Rhyming poem Audience: Year 1 Purpose: To describe a setting through the use of rhyme in the style of Roald Dahl</p>	<p>Context: Legend Audience: Parents Purpose: To entertain, using historical roots but including fictional elements</p>	<p>Context: Local newspaper report Audience: General public from the local area Purpose: To recount events and provide information about what is happening in the local area</p>	<p>Whole School Write To link to whole school context</p>
Main Focus	<ul style="list-style-type: none"> Organising the poem into stanzas, each with a set number of lines Using rhyming words to form a consistent rhyme scheme. 	<ul style="list-style-type: none"> Beginning to use commas to mark the boundary between a (fronted) subordinate clause and a main clause. Beginning to use –ing participles or –ed participles (with or without adverbs) to open sentences. Beginning to use speech for characterisation and to move the action on. Beginning to use ‘show don’t tell’ techniques to encourage the reader to make inferences. 	<ul style="list-style-type: none"> Using paragraphs to organise ideas around a theme, making cohesive links between them. Beginning to explore and manage the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event. Using inverted commas to show direct speech (e.g. witness statements). Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. 	
Additional Teaching Points	<ul style="list-style-type: none"> Using apostrophes for contraction and possession. Using effective noun phrases (expanding before and/or after the noun). Using vivid imagery and creative language to paint pictures of the chocolate factory in the reader’s mind. Drawing upon reading to inform language and content choices. 	<ul style="list-style-type: none"> Applying taught spelling patterns within writing. Spelling most Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and nearhomophones to match the context. Spelling a wider range of contraction words correctly. Writing with legible and consistent handwriting, with many joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Demonstrating greater accuracy in use of apostrophes to mark plural possession. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Using inverted commas to punctuate a sequence of speech sentences mostly correctly. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using similes to add detail and description and beginning to use onomatopoeia and alliteration. Varying sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. Making effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes. Using paragraphs to organise ideas around a theme, making cohesive links between them. Using pronouns and a wider range of noun phrases in order to avoid repetition. 	<ul style="list-style-type: none"> Applying taught spelling patterns within writing. Spelling most Year 3/4 statutory words correctly. Choosing the correct spelling of taught homophones and near-homophones to match the context. Spelling a wider range of contraction words correctly. Writing with legible and consistent handwriting, with many joins correctly formed. Using editing to increase the accuracy of spelling and punctuation. Using commas after fronted adverbials, as well as in lists. Putting the apostrophe in the correct place within contractions and for singular possession. Demonstrating greater accuracy in use of apostrophes to mark plural possession. Using appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. Using inverted commas to punctuate a sequence of speech sentences mostly correctly. Maintaining the verb tense with increasing consistency. Using person and subject-verb agreement with increasing consistency. Using pronouns and a wider range of noun phrases in order to avoid repetition. Using specific names of people or places. Using emotive vocabulary to convey and evoke response Avoiding overly detailed descriptions Selecting words and phrases that support the “theme” of the newspaper report e.g. a positive event will use positive imagery/word choices throughout. 	
← →	<ul style="list-style-type: none"> Rewrite some stanzas of the poem, changing the rhyme scheme. 	<ul style="list-style-type: none"> Rewrite a section of the story by developing the setting further, using figurative language and other language techniques to evoke time, place and mood. 	<ul style="list-style-type: none"> Rewrite the newspaper report as a short, local radio segment, changing the style and formality to match the form. 	