

Writing Assessment Indicators

Autumn

- Writing has clear structure across a range of genres. **(1)**
- Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Writing is of consistent size and is neat. **(4)**
- Begin to use fronted adverbials followed by a comma (e.g. start with an adverbial of time, place or manner.) **(5)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.) **(6)**
- Begin to punctuate direct speech accurately (e.g. commas before/after reporting clause: end punctuation within inverted commas.) **(10)**
- Use noun phrases expanded by the addition of modifying adjectives e.g. 'The teacher' expanded to 'The strict, unkind maths teacher sat at his desk,' beginning to introduce the use of prepositional phrases to expand after the noun **(11)**
- Include prepositions and prepositional phrases in sentences, e.g. before, after, during, in, because of **(13)**
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.' **(14)**
- Write a complete story with a full sequence of events in narrative order. **(16)**
- Edit and improve a section through re-drafting. **(18)**
- Discuss and record more detailed ideas for writing in the form of planning. **(19)**
- Begin to use similes to add description to writing. **(20)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Begin to use both a formal and an informal style. **(23)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Spring

- Writing has clear structure across a range of genres. **(1)**
- Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Writing is of consistent size and is neat. **(4)**
- Use fronted adverbials followed by a comma (e.g. start with an adverbial of time, place or manner.) **(5)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.) **(6)**
- Use the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals. **(7)**
- Use the first two or three letters of a word to check its spelling in a dictionary. **(8)**
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch. **(9)**
- Punctuate direct speech accurately (e.g. commas before/after reporting clause: end punctuation within inverted commas.) **(10)**
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. 'The teacher' expanded to 'The strict maths teacher with curly hair sat at his desk.' **(11)**
- Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **(12)**
- Include prepositions and prepositional phrases in sentences, e.g. before, after, during, in, because of **(13)**
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.' **(14)**
- Write a narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Begin to use similes to add description to writing. **(20)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Begin to use both a formal and an informal style. **(23)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Summer

- Writing has clear structure across a range of genres. **(1)**
- Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.) **(6)**
- Use the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals. **(7)**
- Use the first two or three letters of a word to check its spelling in a dictionary. **(8)**
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch. **(9)**
- Punctuate direct speech accurately (e.g. commas before/after reporting clause: end punctuation within inverted commas.) **(10)**
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. 'The teacher' expanded to 'The strict maths teacher with curly hair sat at his desk.' **(11)**
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.' **(14)**
- Use detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters. **(15)**
- Write a narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Begin to use both a formal and an informal style. **(23)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun. **(25)**

Working at Greater Depth  
Autumn

- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Use sentence type and length to create tension and impact on the reader
- Adapt or maintain writing in the 1st and 3rd person
- Select form of writing and make vocabulary and grammar choice based on audience
- Paragraphing is clear, ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice which is sustained through both shorter and more extended texts
- Consistently produce legible joined handwriting

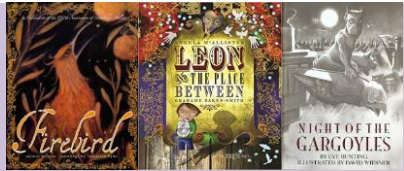
Working at Greater Depth  
Spring

- Use character descriptions designed to provoke a response (sympathy or dislike) in the reader and begin to integrate dialogue to convey characters (15)
- Write effectively for the purpose and audience, selecting language that shows good awareness of the reader
- Independently choose to use a range of organisational and cohesive devices to help structure texts
- Use a range of conjunctions to support cohesion within writing
- Adapt style of writing based on a change to audience and form.
- Use a range of descriptive techniques to manage changes in mood and atmosphere
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader

Working at Greater Depth  
Summer

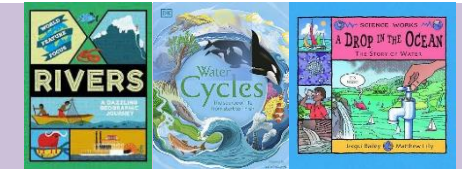
- Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form
- Develop additional characters and add detail to settings using adjectives and simple figurative language to evoke time, place and mood
- Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation
- Consistently use a range of conjunctions to support cohesion
- Explore and manage the shifts between past and present tense appropriately within information texts
- Use a range of precise vocabulary
- Evaluate and re-draft part of own writing, proposing changes to grammar and vocabulary through redrafting (18)
- Write independently, effectively, coherently and creatively for a range of audiences and purposes

Year 4  
Autumn 1

	Year 4 Autumn 1				
Text Choice					Teacher model text
Writing CAP	<p><b>Context:</b> A kenning poem <b>Audience:</b> Year 2 <b>Purpose:</b> To entertain the reader, allowing them to picture an object</p>	<p><b>Context:</b> A setting description which uses organisational devices to guide the reader <b>Audience:</b> Trust Year 4 children <b>Purpose:</b> To entertain the reader and guide them through the text structure and choice of language</p>	<p><b>Context:</b> A non-chronological report in the form of a magazine article <b>Audience:</b> Year 5 <b>Purpose:</b> To inform the reader about a topic</p>	<p><b>Context:</b> An informal persuasive presentation board <b>Audience:</b> Year 3 <b>Purpose:</b> To persuade children to attend a residential</p>	
Expected Standard Focus	<ul style="list-style-type: none"> <li>Know what a kenning is and how it is formed, knowing that kennings will describe something without ever saying what it is</li> <li>Examine examples of kenning poetry, using these to inform language choices</li> <li>Plan by gathering nouns and verbs linked to the object</li> <li>Create noun + noun kennings by adding the suffix <b>-er</b> to the second noun <b>or</b> create noun + verb kennings by adding the suffix <b>-ing</b> to the verb</li> <li>Use a hyphen between each word</li> <li>Include precise nouns and verbs</li> <li>Write at a sustained length, ensuring that the object is described in enough detail</li> <li>Choose vocabulary for effect to reflect audience and purpose.</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a narrative, focusing on using devices to guide the reader</li> <li>Use organisational devices to guide the reader through the narrative: times of day, repeated words and phrases, adverbial phrases and use of pronouns.</li> <li>Maintain writing in the third person</li> <li>Show control over the choice of tense</li> <li>Punctuate sentences accurately within paragraphs, knowing when a new sentence should start (and paying particular notice to when a new pronoun is introduced)</li> <li>Organise writing in paragraphs, organising them around a theme or an event (e.g. moving from far away to closer in)</li> <li>Ensure capital letters are used for proper nouns</li> <li>Recap use of expanded noun phrases with determiner, adjective(s), noun structure to add additional detail</li> <li>Begin to use determiners to clarify (their, those, these)</li> <li>Use fronted adverbials to show time, place and manner, beginning to follow these by a comma</li> <li>Use prepositions, prepositional phrases adverbs and adverbials in sentences</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'</li> <li>Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader's mind of the scene and characters</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for their non-chronological report, linking this to the audience and purpose</li> <li>Develop research and note-taking techniques</li> <li>Structure writing as a magazine article, including a headline, introduction to the topic, sections with subheadings, 'Did you know?' boxes, pictures/diagrams with labels and captions, mini-glossary</li> <li>Maintain writing in the third person</li> <li>Secure the use of paragraphs to organise ideas around a theme e.g. begin to explore using more subtle paragraph breaks within headed sections of reports</li> <li>Use rhetorical questions to lay emphasis on a point e.g. How do animals know when it is time to hibernate?</li> <li>Use possessive apostrophes after plurals</li> <li>Choose vocabulary for effect to reflect audience and purpose: precise, informative language with some technical vocabulary</li> <li>Use generalising language</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Maintain the present tense throughout</li> <li>Maintain an informal tone throughout an extended piece of writing, ensuring that the information given is accessible to a Year 5 child</li> <li>Use facts, knowing the difference between a fact and an opinion</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use fronted adverbials including correct use of commas e.g. adverbials that can be used to draw similarities, e.g., Like most birds, swallows like to ..., As well as honeybees, ... On the whole, ... Just like honey bees, bumblebees like to, ...</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for writing in the form of planning</li> <li>Structure writing as a presentation board, including a title, introduction, subheadings, sections of persuasive information and a final push, alongside diagrams, pictures and persuasive imagery</li> <li>Maintain an informal tone throughout an extended piece of writing, linking to the audience, writing in the first person</li> <li>Show control over the choice of tense</li> <li>Punctuate sentences accurately within paragraphs, knowing when a new sentence should start (and paying particular notice to when a new pronoun is introduced)</li> <li>Use rhetorical questions</li> <li>Ensure capital letters are used for proper nouns</li> <li>Organise writing in paragraphs, organising them around an event or a key point, linking these points together within paragraphs</li> <li>Make links between paragraphs through the use of fronted adverbials</li> <li>Use fronted adverbials of time, place and manner, beginning to follow these by a comma</li> <li>Use prepositions, prepositional phrases adverbs and adverbials in sentences</li> <li>Recap use of expanded noun phrases with determiner, adjective(s), noun structure to add additional detail</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'</li> <li>Choose vocabulary for effect to reflect audience and purpose: emotive language to persuade the reader</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	
Stretch	<ul style="list-style-type: none"> <li>Rewrite the kenning poem by:             <ul style="list-style-type: none"> <li>Using a different structure e.g. using noun + noun or noun + verb, considering the impact of this on the reader</li> <li>Considering the order of the kennings for impact on the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the setting description to create tension and impact on the reader by:             <ul style="list-style-type: none"> <li>Using adverbial phrases and pronouns to organise the text</li> <li>Varying sentence type and length, extending range of sentences with more than one clause and using single-clause sentences</li> <li>Selecting precise vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the non-chronological report by:             <ul style="list-style-type: none"> <li>Changing the form of the text, e.g. to a website or fact file</li> <li>Thinking about how changes of form affect the formality of the writing</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Adapting or maintain writing in the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the presentation board by:             <ul style="list-style-type: none"> <li>Changing the form (e.g. to an email, letter, brochure or presentation)</li> <li>Changing the audience (e.g. encouraging a teacher to attend the residential)</li> <li>Adapting or maintain writing in the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person</li> <li>Thinking about how any changes affect the formality of the writing, sustaining a clear voice throughout</li> </ul> </li> </ul>	

Year 4  
Autumn 2

Text  
Choice



Writing  
CAP

**Context:** A recount in role as a character in the form of a formal letter  
**Audience:** Another character from the book  
**Purpose:** To recount sequential events

**Context:** A fantasy narrative retelling part of a familiar story with a varied and rich vocabulary  
**Audience:** Year 5  
**Purpose:** To entertain older children by creating a descriptive atmosphere

**Context:** An explanation of how something occurs in the form of a detailed, annotated diagram (e.g. flowchart or cyclical diagram)  
**Audience:** Parents  
**Purpose:** To explain a process

Expected Standard Focus

- Discuss and record more detailed ideas for writing in the form of planning
- Structure writing as a letter, including a salutation, opening paragraph, paragraphs recounting in events, a concluding paragraph to re-orientate the reader and a sign off
- Maintain a formal tone throughout an extended piece of writing, writing in the first person
- Show control over the choice of tense
- Punctuate sentences accurately within paragraphs, knowing when a new sentence should start (and paying particular notice to when a new pronoun is introduced)
- Ensure capital letters are used for proper nouns
- Organise writing in paragraphs, organising them around a theme or an event (e.g. change of time or place)
- Write in chronological order, making links between paragraphs through the use of fronted adverbials
- Use fronted adverbials of time, place and manner, beginning to follow these by a comma
- Use prepositions, prepositional phrases adverbs and adverbials in sentences
- Recap use of expanded noun phrases with determiner, adjective(s), noun structure to add additional detail to help picture the events
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'
- Choose vocabulary for effect to reflect audience and purpose: giving detail so that the reader can imagine what happened
- Write neatly, ensuring that letters are of a consistent size
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.
- Edit and improve writing through re-drafting

- Discuss and record more detailed ideas for a retelling of a familiar story, focusing on varied and rich vocabulary
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Show control over the choice of tense
- Maintain writing in the third person
- Punctuate sentences accurately within paragraphs, knowing when a new sentence should start (and paying particular notice to when a new pronoun is introduced)
- Organise writing in paragraphs, organising them around a theme or an event (e.g. change of time or place)
- Ensure capital letters are used for proper nouns
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- Use different sentence openers, such as an adjective followed by a comma (Scared,...) or a verb and adverb followed by a comma (Running swiftly,...)
- Use inverted commas to show dialogue, beginning to use a comma before a reporting clause that comes after the speech
- Use fronted adverbials to show time, place and manner, beginning to follow these by a comma
- Use prepositions, prepositional phrases adverbs and adverbials in sentences
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'
- Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader's mind of the scene and characters
- Begin to use similes to add description to writing
- Write neatly, ensuring that letters are of a consistent size
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.
- Edit and improve writing through re-drafting

- Discuss and record more detailed ideas for an explanation, focusing on how something works
- Structure writing as an explanation, including a title, an introductory paragraph, main body paragraphs as annotations to detail the stages of the process, concluding paragraph
- Maintain an impersonal tone throughout
- Use fronted adverbials to show time, place and manner, beginning to follow these by a comma. Note how these are usually used to denote a specific a time or cause e.g. Millions of years later,... When an animal or plant dies,..., Consequently,
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Use a range of organisational devices e.g. sub-headings, bullet points, text layout, flowcharts, diagrams.
- Use noun phrases expanded by the addition of purposeful modifying adjectives, nouns and prepositional phrases e.g. When an animal dies, **the soft part of the animal** rots away. Millions of years later, **the rock surrounding the skeleton** rises to the Earth's surface
- Begin to choose nouns or pronouns appropriately for clarity, using the noun in the opening statement
- Make appropriate vocabulary choices, including technical vocabulary depending on the style and context of the explanation.
- Use prepositions, prepositional phrases, adverbs and adverbials in sentences
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'
- Write neatly, ensuring that letters are of a consistent size
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements
- Edit and improve writing through re-drafting

Stretch



- Rewrite the recount, changing the form to a diary by:
  - Including more than one short entry
  - Proposing own changes to make writing suit the new form
  - Thinking about how the character might present their own personal thoughts
  - Thinking about how any changes affect the formality of the writing, sustaining a clear voice throughout

- Write a character description to be added into the narrative, designed to provoke sympathy or dislike in the reader by:
  - Using sentence type and length to create tension and impact on the reader
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions

- Rewrite the explanation by:
  - Changing the form e.g. a comic strip, flowchart, cyclical diagram, first person explanation
  - Selecting precise vocabulary to reflect the new formality
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions
  - Adapting or maintaining writing in the 1<sup>st</sup> or 3<sup>rd</sup> person
  - Proposing own changes to make writing suit the new form

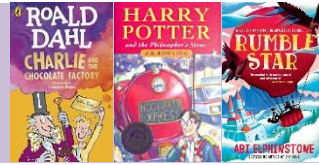
# Year 4

## Spring 1

Text Choice			
Writing CAP	<p><b>Context:</b> A recount in the form of a local newspaper report  <b>Audience:</b> The general public from the local area  <b>Purpose:</b> To recount events and provide information about what is happening in the local area</p>	<p><b>Context:</b> A well-structured classic narrative with an introduction, build-up, climax, resolution and ending  <b>Audience:</b> Parents  <b>Purpose:</b> To entertain through a powerful description</p>	<p><b>Context:</b> A set of instructions in the form of a handbook  <b>Audience:</b> Children learning about a historical topic  <b>Purpose:</b> To give information about specific roles</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a newspaper report</li> <li>Structure writing as a newspaper report, including a headline, introductory paragraph that answers the 5 WS (who, what, when, where and why), paragraphs detailing the events in chronological order as the main body and direct quotes, a concluding paragraph to sum up the story and re-orientate the reader</li> <li>Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events / topics/ things, compared with past tense to recount the actual event</li> <li>Organise writing in paragraphs, organising them around a theme or an event (e.g. change of time or place)</li> <li>Select words and phrases that support the “theme” of the newspaper report e.g. a positive event will use positive imagery/word choices throughout</li> <li>Maintain writing in the third person, except for when using direct quotes in the first person</li> <li>Use direct quotes, linking paragraphs together appropriately.</li> <li>Effectively use conjunctions, adverbs and prepositions to express time and cause and place.</li> <li>Ensure capital letters are used for proper nouns</li> <li>Use purposeful noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. ‘we were’ instead of ‘we was.’</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Choose vocabulary for effect to reflect audience and purpose: giving a precise picture of what has happened</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others’ writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a structured narrative, focusing on varied and rich vocabulary to describe</li> <li>Use repetition in a sentence that gives three actions</li> <li>Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event (e.g. a change of character, time, place and event).</li> <li>Show control over the choice of tense</li> <li>Use fronted adverbials followed by a comma (e.g. start with an adverbial of time, place or manner)</li> <li>Use the possessive apostrophe correctly in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals.</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Begin to punctuate direct speech accurately (e.g. commas before/after reporting clause: end punctuation within inverted commas, capital letter to start speech.)</li> <li>Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Use prepositions, prepositional phrases, adverbs and adverbials in sentences</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Begin to use determiners to clarify (their, those, these)</li> <li>Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,...)</li> <li>Choose verbs carefully to represent the desired effect on the reader</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. ‘we were’ instead of ‘we was.’</li> <li>Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader’s mind of the scene and characters</li> <li>Begin to use similes to add description to writing</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others’ writing in connection to purpose and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a handbook, focusing on historical facts that will show what a person at that time would do in their role</li> <li>Structure writing as a handbook, using an introduction to the section, steps, additional detail to explain the steps, concluding paragraph which addresses the reader and sums up what they have read about</li> <li>Write sustained pieces of writing in short sections which are used to organise ideas around a specific idea</li> <li>Show control over the choice of tense, ensuring subject verb agreements</li> <li>Use fronted adverbials including correct use of commas e.g. Most days, Usually, Often,</li> <li>Maintain an informal, chatty tone throughout, aiming the ‘handbook’ at children</li> <li>Maintain writing in the first person</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use a range of organisational devices e.g. sub-headings, bullet points, text layout</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use the possessive apostrophe correctly in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals.</li> <li>Make appropriate vocabulary choices, including historical vocabulary</li> <li>Select words and phrases that support the “theme” of the recount e.g. a positive event will use positive imagery/word choices throughout.</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use prepositions, prepositional phrases, adverbs and adverbials in sentences</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. ‘we were’ instead of ‘we was.’</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Evaluate the effectiveness of own or others’ writing in connection to purpose and suggest improvements</li> <li>Edit and improve writing through re-drafting</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>Rewrite the recount by: <ul style="list-style-type: none"> <li>Using a different form e.g. letter, diary, eyewitness report, children’s newspaper report</li> <li>Changing the style of writing to match the form, thinking about formality</li> <li>Using organisational and cohesive devices to structure texts</li> <li>Selecting language that shows awareness of the reader</li> <li>Using conjunctions to support cohesion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the conflict section of the narrative by: <ul style="list-style-type: none"> <li>Using sentence type and length to build tension and impact on the reader</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Using character descriptions designed to provoke a response (sympathy or dislike) in the reader</li> <li>Integrating dialogue to convey characters</li> <li>Using a range of descriptive techniques to manage changes in mood and atmosphere</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the handbook by either: <ul style="list-style-type: none"> <li>Changing the audience of the handbook, thinking about levels of formality</li> <li>Changing the form of the handbook (e.g. job advert, letter of application)</li> </ul> </li> </ul>

# Year 4

## Spring 2



Text Choice

Writing CAP

**Context:** A persuasive advertisement in the form of a poster that presents information well  
**Audience:** Characters from the story  
**Purpose:** To grab attention, give information and persuade to buy or do something

**Context:** Informal notes from one key character to another  
**Audience:** Another character  
**Purpose:** To be selected by writer e.g. to recount, persuade, discuss

**Context:** A character profile  
**Audience:** Year 6  
**Purpose:** To entertain by showing good characterisation

Expected Standard Focus

- Discuss and record detailed ideas for a persuasive advertisement
- Include use of exaggerated claims (hyperbole) and other tactics for grabbing attention, including linguistic devices such as puns and alliteration
- Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.)
- Use rhetorical questions to engage the reader
- Use power of three sentences within the writing
- Choose pronouns and nouns within and across sentences to aid cohesion
- Use fronted adverbials including correct use of commas to link persuasive points together e.g. Down by the harbour, you will find...
- Include prepositions and prepositional phrases in sentences, e.g. before, after, during, in, because of
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Use a range of organisational devices e.g. sub-headings, bullet points and text layout, ordering points to link them together so that one follows from another; use statistics, graphs, images, and visual aids to support
- Vary vocabulary, including technical vocabulary related to the subject e.g. waterproof, transparent.
- Choose nouns or pronouns appropriately for clarity and cohesion, investigating how the same subject is referred to many different ways in some persuasive texts, in order to make it sound more appealing or grand, e.g. At McDonalds we will make your taste buds tingle... this 5 star restaurant is world famous... Our beautiful bistro...
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- Use superlative adjectives to compare e.g. It is the best restaurant around...It is the easiest choice you will make.
- Understand and use standard English forms for verb inflections (we were instead of we was)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements
- Edit and improve writing through re-drafting

- Discuss and record more detailed ideas for writing in the form of planning
- Structure writing as a letter, including a salutation, opening paragraph, paragraphs recounting in events, a concluding paragraph to re-orientate the reader and a sign off
- Maintain an informal or formal tone throughout an extended piece of writing, linking to the audience selected, writing in the first person
- Show control over the choice of tense
- Use rhetorical questions
- Organise writing in paragraphs, organising them around an event or a key point, linking these points together within paragraphs
- Make links between paragraphs through the use of fronted adverbials
- Use fronted adverbials including correct use of commas
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'
- Choose vocabulary for effect to reflect audience and purpose:
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements
- Edit and improve writing through re-drafting

- Discuss and record more detailed ideas for a narrative, focusing on strong characterisation
- Write a narrative that develops character, setting and plot
- Use organisational devices to guide the reader through the narrative: times of day, repeated words and phrases, adverbial phrases and use of pronouns.
- Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.)
- Show control over the choice of tense
- Begin to use "show don't tell" techniques to provide information to the reader about the character
- Confidently use fronted adverbials followed by a comma (e.g. start with an adverbial of time, place or manner.)
- Use the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Punctuate direct speech accurately (e.g. commas before/after reporting clause: end punctuation within inverted commas, capital letter to start speech.)
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use prepositions, prepositional phrases, adverbs and adverbials in sentences
- Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'
- Use effective similes to add description to writing and begin to experiment with wider figurative language, including onomatopoeia and alliteration
- Begin some sentences with 'ing' verbs and use a comma to separate the subordinate clause
- Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,...
- Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these
- Choose verbs carefully to represent the desired effect on the reader
- Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader's mind of the scene and characters
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.
- Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.


Stretch

- Rewrite the advert by:
  - Changing who the intended audience is
  - Changing the form of the persuasive text, e.g. script for a TV advert, letter/email, social media post, website review, script for a YouTube review
  - Independently choosing to use a range of organisational and cohesive devices to help structure texts
  - Using a range of conjunctions to support cohesion within writing
  - Adapting the style to reflect the change to audience and form



- Rewrite a section of the text by:
  - Adapting the style to be really formal or informal (e.g. through a series of texts or social media posts) and including features of these
  - Changing the purpose of the notes
  - Independently choosing to use a range of organisational and cohesive devices to help structure texts
  - Using a range of conjunctions to support cohesion within writing

- Rewrite the character profile by:
  - Using a different form e.g. lost poster, wanted poster, social media bio, school report
  - Provoking a different response (e.g. sympathy or dislike) in the reader
  - Integrating dialogue to convey the character
  - Using a range of conjunctions to support cohesion within writing

Year 4  
Summer 1

Text Choice	Teacher model text 		
Writing CAP	<p><b>Context:</b> Instructions based on a practical experience with a focus on devices to aid the reader (diagrams, pictures, choice)  <b>Audience:</b> Parents  <b>Purpose:</b> To tell the reader how to do or make something</p>	<p><b>Context:</b> A haiku poem  <b>Audience:</b> Year 1  <b>Purpose:</b> To entertain the reader, presenting a single and concentrated image or emotion</p>	<p><b>Context:</b> An narrative dialogue  <b>Audience:</b> Year 3  <b>Purpose:</b> To entertain the reader, developing their understanding of characters</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>Discuss and record detailed ideas for a set of instructions, following a practical experience</li> <li>Structure writing as a set of instructions, including title, introduction, equipment needed, procedure, additional advice, conclusion. Use a range of organisational devices e.g. headings, sub-headings, bullet points, text layout, diagrams with arrows, keys</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence (e.g. if (to give additional advice), when, because, although), beginning to use a comma to mark these</li> <li>Use fronted adverbials of time and manner, including correct use of commas</li> <li>Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, Remove the cake from the oven when it turns golden brown compared with When the cake turns golden brown, remove it from the oven.</li> <li>Use rhetorical questions to lay emphasis on a point.</li> <li>Include negative commands e.g. Do not use any glue at this stage.</li> <li>Use technical vocabulary related to the subject e.g. slice, fold, measure, apply, rotate...</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, for example, we were instead of we was, or I did instead of I done</li> <li>Interest the reader by addressing them directly: You'll be surprised to know that... or by relating the subject to their own experience at the end e.g. So next time you...</li> <li>Use the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals.</li> <li>Investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure clarity</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, deciding when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Know what a haiku is and how it is formed, knowing that haikus are an unrhymed three-line poem based on a traditional Japanese poetic form and are often written about seasons or nature</li> <li>Examine examples of haiku poetry, using these to inform language choices</li> <li>Plan by gathering vocabulary linked to the subject.</li> <li>Write a haiku using the traditional English pattern of syllables:             <ul style="list-style-type: none"> <li>Line 1: 5 syllables</li> <li>Line 2: 7 syllables</li> <li>Line 3: 5 syllables</li> </ul> </li> <li>Know that the last line of a haiku usually makes an observation, pointing out something about the subject you are writing about.</li> <li>Include precise nouns, adjectives and verbs</li> <li>Count syllables carefully</li> <li>Choose vocabulary for effect to reflect audience and purpose.</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a narrative dialogue, focusing on portraying the character</li> <li>Maintain the first person throughout writing</li> <li>Show control over the choice of tense</li> <li>Use organisational devices to guide the reader through the narrative dialogue: times of day, places, repeated words and phrases, adverbial phrases and use of pronouns, alongside beginning to use the dialogue and reporting clauses to move the action forwards</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use "show don't tell" techniques to provide information to the reader about the characters</li> <li>Use fronted adverbials, including correct use of commas to signal time, shift attention, interject suspense or move the setting</li> <li>Use apostrophes to mark plural possession</li> <li>Securely use direct speech punctuation within and surrounding inverted commas, including using a new line for a new speaker</li> <li>Use precise verbs and adverbs within reporting clauses to show character</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Begin some sentences with 'ing' verbs and use a comma to separate the subordinate clause</li> <li>Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,...)</li> <li>Use a wide range of sentence types and begin to think about their impact on the reader.</li> <li>Link paragraphs together across a text e.g. Sometime later, Suddenly, Inside the castle</li> <li>Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'</li> <li>Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader's mind of the scene and characters</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>Rewrite the instructions by:             <ul style="list-style-type: none"> <li>Changing the audience, thinking about how language choices may need to change</li> <li>Investigating instructions with differing levels of formality, deciding on an appropriate register when writing their own, e.g. Cook for 20 minutes compared with Pop the cheesecake in the oven for 20 minutes.</li> <li>Using a range of precise vocabulary</li> <li>Consistently using a range of conjunctions to support cohesion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the poem, changing the form of the poem to a tanka by adding an additional two lines to create more of a full story</li> <li>Think about the tanka form, using the traditional English pattern of syllables:             <ul style="list-style-type: none"> <li>Line 1: 5 syllables</li> <li>Line 2: 7 syllables</li> <li>Line 3: 5 syllables</li> <li>Line 4: 7 syllables</li> <li>Line 5: 7 syllables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the narrative dialogue by:             <ul style="list-style-type: none"> <li>Effectively adding detail to the dialogue and supporting characterisation</li> <li>Developing characters and adding detail using adjectives, dialogue and simple figurative language to evoke a different characterisation, time, place or mood</li> </ul> </li> </ul>

Year 4  
Summer 2

Year 4 Summer 2			
Text Choice			Teacher model text
Writing CAP	<p><b>Context:</b> A 5-part myth in role as a character  <b>Audience:</b> Year 3  <b>Purpose:</b> To entertain the reader,</p>	<p><b>Context:</b> A comparative non-chronological report about Vikings and Anglo-Saxons in the form of an entry into a non-fiction book  <b>Audience:</b> Year 6  <b>Purpose:</b> To inform the reader about two topics, comparing and contrasting these</p>	<p><b>Context:</b> A book review  <b>Audience:</b> Children accessing the school library  <b>Purpose:</b> To give potential readers information about a book, summarising key ideas</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>Discuss and record more detailed ideas for a narrative, using figurative language to evoke mood and atmosphere and focusing on characters' viewpoints</li> <li>Write a narrative that develops character, setting and plot</li> <li>Maintain the first person throughout writing</li> <li>Show control over the choice of tense</li> <li>Use organisational devices to guide the reader through the narrative: times of day, repeated words and phrases, adverbial phrases and use of pronouns</li> <li>Write sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. change of character, time, place and event.)</li> <li>Begin to experiment with wider figurative language, including similes, alliteration and onomatopoeia</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use fronted adverbials, including correct use of commas to signal time, shift attention, interject suspense or move the setting</li> <li>Use apostrophes to mark plural possession</li> <li>Securely use direct speech punctuation within and surrounding inverted commas, including using a new line for a new speaker</li> <li>Use precise verbs and adverbs within reporting clauses to show character</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Begin some sentences with 'ing' verbs and use a comma to separate the subordinate clause</li> <li>Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,...)</li> <li>Link paragraphs together across a text e.g. Sometime later, Suddenly, Inside the castle</li> <li>Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'</li> <li>Choose vocabulary for effect to reflect audience and purpose: creating a picture in the reader's mind of the scene and characters</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record detailed ideas for a comparative non-chronological report</li> <li>Develop research and note-taking techniques from several sources</li> <li>Structure writing as an entry into a non-fiction book, including a heading, introduction to the topic, sections with subheadings, 'Did you know?' boxes, pictures/diagrams with labels and captions, glossary</li> <li>Maintain writing in the third person</li> <li>Secure the use of paragraphs to organise ideas around a theme e.g. begin to explore using more subtle paragraph breaks within headed sections of reports</li> <li>Use rhetorical questions to lay emphasis on a point e.g. How do animals know when it is time to hibernate?</li> <li>Use possessive apostrophes after plurals</li> <li>Choose vocabulary for effect to reflect audience and purpose: precise, informative language with some technical vocabulary</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Maintain the present tense throughout</li> <li>Maintain a more formal tone throughout an extended piece of writing, ensuring that the information given is suitable for a Year 6 child</li> <li>Show control over the choice of tense</li> <li>Use facts, knowing the difference between a fact and an opinion</li> <li>Choose nouns appropriately for clarity and cohesion e.g. exploring the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Use fronted adverbials including correct use of commas e.g. adverbials that can be used to draw similarities, e.g., Like most birds, swallows like to ..., As well as honeybees, ... On the whole, ... Just like honey bees, bumblebees like to, ...</li> <li>Write neatly, ensuring that letters are of a consistent size</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> <li>Edit and improve writing through re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record detailed ideas for a book review, showing two different points of view</li> <li>Structure writing as a book review, including the title and name of author, name and age of the reviewer, a summary of the book (without giving away the ending), an opinion of the book, who you would recommend the book to and why and a rating</li> <li>Use fronted adverbials including correct use of commas e.g. Use connecting adverbs/ adverbials to present further justification of a point of view, for example, furthermore, in addition, also.</li> <li>Effectively use conjunctions to join clauses and use subordinating clauses at the start of a sentence, beginning to use a comma to mark these</li> <li>Secure the use of paragraphs to organise ideas around a theme</li> <li>Maintain the perspective of writing throughout</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. most people with a reasonable knowledge of the subject..., all the sporty girls in class...</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Make appropriate vocabulary choices based on the audience</li> <li>Use Standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was.'</li> <li>Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.</li> <li>Spell all of the Year 1/2 statutory word list and the Year 3/4 words taught correctly in writing</li> <li>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>Rewrite a section of the myth by: <ul style="list-style-type: none"> <li>Changing the narrative voice</li> <li>Effectively adding detail to the dialogue and supporting characterisation</li> <li>Using dialogue to evoke mood within the section</li> <li>Consistently using dialogue sparingly</li> <li>Developing characters and adding detail to settings using adjectives and simple figurative language to evoke time, place and mood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the report by: <ul style="list-style-type: none"> <li>Changing the form e.g. fact file, web page, magazine article</li> <li>Changing the audience e.g. younger children, adults, experts</li> <li>Consistently using a range of conjunctions to support cohesion</li> <li>Exploring and managing the shifts between past and present tense appropriately within information texts</li> <li>Using a range of precise vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the book review by: <ul style="list-style-type: none"> <li>Changing the form e.g. an Amazon review, a debate, a podcast script</li> <li>Changing the audience e.g. younger children, older children, adults, teachers</li> <li>Changing the purpose e.g. to persuade you to/not to buy the book</li> </ul> </li> </ul>