

Autumn				Spring				Summer				
Narrative 	Poetry: Free Verse 	Fables 	Non-Chronological Report 	Narrative (Setting and dialogue) 	Persuasive Speeches 	Personal Narrative (memoir) 	Poetry: Calligrams 	Persuasive Letters 	Instructions 	Non-Chronological Report 	Narrative 	Poetry: Take One Poet 
Mini-Rabbit Not Lost	'Words Are Ours' (Michael Rosen) & 'The Magic Box' (Kit Wright)	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	The Remarkables	Alice's Adventures in Wonderland	Stella and the Seagull	Jabari Jumps; Ralph Tells a Story; The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up!	Moomin Mail	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	10 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

All objectives covered within each Year 3/4 unit are listed within this document. Please see the key below to understand how the objectives are presented:

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Writing purpose No. of steps Genre <i>Title(s) of core text(s)</i>	<u>Genre</u> : Specific features and structure of genre to be revised or taught within the unit	- Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined - New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Word level including punctuation	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined
Adaptations for Y4 curriculum	As these mixed-age plans are based on the Y3 ESSENTIALWRITING unit plans, the adjustments that may be necessary for the Y4 curriculum are listed here.				

AUTUMN

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative <i>Mini-Rabbit</i> <i>Not Lost</i>	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) See ¹ & ³ for Year 4 adaptations	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2) Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2) Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)	Ensure correct use of full stop (Y2) (avoid comma splice) See ¹ & ² for Year 4 adaptations	sentence punctuation, full stop (Y1) clause, subordinate clause, conjunction (Y3) preposition², adverb², inverted commas¹, paragraph³ (Y4)
Adaptations for Y4 curriculum	¹ Dialogue can show the reader how a character speaks and tells the reader more about them (show not tell). Teach accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along. Children in Year 4, including those in Year 3, could also use speech bubbles to provide inner thoughts or portray speech of the characters as a scaffold prior to using inverted commas to punctuate speech. ² Revisit & consolidate Y3 learning from Year B cycle: Use of prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so, because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened. ³ Introduce the writing strategy ‘zoom in and out’ to move quickly or slowly in a story – adding more detail if zooming in, according to what is important e.g. introduction to new character or setting, or zooming out to move the story on in place or time e.g. change paragraph for a new setting.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain (poetry) 10 steps Free verse <i>'Words are Ours' and 'The Magic Box'</i>	Poetry: Poems can be written as free verse , meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2) Including <u>adverbs to describe a verb</u> also helps the reader to create a picture in their mind about how the action is happening (Y2) See ¹ for Year 4 adaptation	<u>Commas can be used to separate items in a list</u> , so that the reader can identify each separate item more clearly with a short pause in between (Y2) See ² for Year 4 adaptation	<u>adjective, adverb, verb, comma, noun phrase (Y2)</u> <u>preposition (Y4)</u>
Adaptations for Y4 curriculum	¹ Explicitly teach children in Year 4 to add <u>detail to expanded noun phrases</u> with adjectives before the noun or <u>prepositional phrases</u> before or after the noun – this allows the reader to visualise based on greater detail in the description. ² Review the following: <u>Apostrophes</u> are used to show the reader where letters are missing when two words are joined together (<u>apostrophes of contraction</u>) – this punctuation mark makes it clearer for the reader to understand (Y2)				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Fables <i>The Koala</i> <i>Who Could,</i> <i>The Squirrels</i> <i>that</i> <i>Squabbled,</i> <i>The Lion</i> <i>Inside</i>	Fable: Contains a moral lesson about life or how to behave Sometimes uses an animal character Set in the natural or real world Not too detailed, usually simple plot A foolish character that learns or has consequences for their behaviour See ¹ for Year 4 adaptation	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) See ², ³ & ⁴ for Year 4 adaptations	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions and prepositional phrases tell the reader where things are and where and when things happen⁶ See ⁵ for Year 4 adaptation	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) See ⁵ for Year 4 adaptation	comma (Y2) clause, subordinate clause, conjunction, preposition (Y3) adverbial (fronted adverbial)⁵, inverted commas², paragraph³ (Y4)
Adaptations for Y4 curriculum	¹ Build upon children's understanding of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure. Vary story openings so they can open with either: action, dialogue or description of setting or character. Vary story endings so they can end with either: a moral message, happy ending, surprise or cliff-hanger. ² Teach how to use dialogue to show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Use accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along. ³ Teach how to use a new paragraph to show when a new or different character is speaking (see ²) or when the time or setting changes (see ⁴). ⁴ Continue to build their understanding of using zoom in and out to move quickly or slowly in a story – using a fronted adverbial (see ⁵) at the start of a new paragraph can move the story on in time without boring the reader with unnecessary details [e.g. Several weeks later,... (<i>move on in time</i>)/ In the bustling city,... (<i>move to different setting</i>)] ⁵ Explicitly teach children in Year 4 about fronted adverbials and how they provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place (see ⁴). Teach and model how a fronted adverbial is followed by a comma – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next. ⁶ Teach children in Year 4 about adding detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 15 steps Non-chronological report <i>The Remarkables</i>	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	• Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the <u>simple present tense or simple past tense</u> (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (<u>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</u>) to keep the reader wanting to read on <u>Prepositions and prepositional phrases</u> tell the reader where things are and where and when things happen See ¹ for Year 4 adaptation	<u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between (Y2) <u>Apostrophes</u> are used to show the reader when something belongs to a person or object (<u>apostrophes of possession</u>) and where letters are missing when two words are joined together (<u>apostrophes of contraction</u>) – this punctuation mark makes it clearer for the reader to understand (Y2) See ¹ & ² for Year 4 adaptations	<u>comma</u>, <u>apostrophe</u> (Y2) <u>clause</u>, <u>subordinate clause</u>, <u>conjunction</u>, <u>preposition</u> (Y3) <u>adverbial (fronted adverbial)</u>¹, <u>proun</u>² (Y4)
Adaptations for Y4 curriculum	¹ Revisit the children's understanding of <u>adverbs</u> [e.g. <u>then</u>, <u>next</u>, <u>soon</u>, <u>therefore</u>] and how they can tell the reader when, where and how things happened (<u>this is learning that will have been encountered from the Year B Y3/4 cycle</u>) before moving onto using <u>fronted adverbials</u> which provide more information or detail before the main idea of the sentence that follows. Teach how to use a <u>comma after a fronted adverbial</u> – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next. ² Explicitly teach using <u>pronouns</u> in place of a noun to avoid too much unnecessary repetition and boring the reader.				

SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative (setting and dialogue) <i>Alice in Wonderland</i>	Narrative: As well as plot and character , stories take place somewhere and this is called a setting .	• Dialogue can introduce a character and tell the reader more about them¹ • Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts • Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) • Paragraphs break up the writing into manageable chunks for the reader to read and follow²	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2) ³ Prepositions and prepositional phrases tell the reader where things are and where and when things happen ⁴	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking ¹ Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box] See ⁵ for Year 4 adaptation	adverb (Y2) conjunction, preposition, inverted commas, direct speech, consonant, vowel (Y3) adverbial (fronted adverbial)³, pronoun⁵ (Y4)
Adaptations for Y4 curriculum	¹ At this stage in the year, expect children in Year 4 to be using accurate punctuation of dialogue – a comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – in order to make the speech totally clear for the reader to follow along. Remodel and teach this again if the children are unsure. They will use dialogue to show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell). ² Teach children in Year 4 how to use a new paragraph to show when a new or different character is speaking or when the setting or time changes. ³ Explicitly teach the use of fronted adverbials followed by a comma, which provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place. ⁴ Teach how to add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description. ⁵ Teach how to use pronouns in place of a noun to avoid repetition and boring the reader.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Persuade 10 steps Persuasive Speeches <i>Stella and the Seagull</i>	Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present (Y2) and future tense	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions to make the reader take the writing more seriously - Sometimes use rhetorical questions to make the reader think more deeply about the subject - Use of alliteration helps to make a phrase more memorable and stick in their mind See ¹ for Year 4 adaptation	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)²	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2) See ³ for Year 4 adaptation	adverb, apostrophe, tense (past, present) (Y2) adverbial (fronted adverbial)², pronoun³ (Y4)
Adaptations for Y4 curriculum	¹ Whilst this will be the first time that children in Year 3 will have encountered writing to persuade, children in Year 4 will have experienced this writing purpose within the Year B cycle of Y3/4 mixed-age learning. Encourage children to remember what they have learned about this purpose before now, and add to their understanding of language choices to include: - Use of power of three to make something more memorable for the reader and make them think about it for longer - Use of anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences ² Explicitly teach / remind children in Year 4 about the use of fronted adverbials followed by a comma, which provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place. ³ Teach how to use pronouns in place of a noun to avoid repetition and boring the reader.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level inc. punctuation	Grammatical terminology
Entertain 15 steps Personal Narrative (memoir) <i>Jabari Jumps,</i> <i>The Proudest Blue,</i> <i>Ralph Tells a Story</i>	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them¹ - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow²	The present perfect tense can be used to indicate the something started in the past but is still relevant now Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on See ³ for Year 4 adaptation	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking See ⁴ for Year 4 adaptation	tense, verb, noun (Y2) conjunction, inverted commas, direct speech, clause, present perfect tense (Y3) pronoun³ (Y4)
Adaptations for Y4 curriculum	¹ At this stage in the year, expect children in Year 4 to be using accurate punctuation of dialogue – a comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – in order to make the speech totally clear for the reader to follow along. Remodel and teach this again if the children are unsure. They will use dialogue to show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell). ² Continue to teach how to use a new paragraph to show when a new or different character is speaking or when the setting or time changes. ³ Continue to teach how to add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description. ⁴ Teach how to use pronouns or synonymous nouns within and across sentences to aid cohesion and avoid repetition.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain (Poetry) 10 steps Calligrams <i>Love that Dog</i>	Poetry: Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) See ¹ for Year 4 adaptation	Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)	<u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between (Y2) See ² for Year 4 adaptation	<u>adjective, noun, verb, comma, apostrophe (Y2)</u>
Adaptations for Y4 curriculum	¹ Teach children in Year 4 how to use onomatopoeia in order to describe sounds and bring these to life, for the reader to use all senses to feel the setting being described, the action or how a character is feeling within their calligrams as another compositional choice in their writing. ² Explicitly teach using an <u>apostrophe for plural possession</u> – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes).				

SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 Persuade 15 steps Persuasive Letters <i>Speak Up!</i> <i>Look Up!</i> <i>Clean Up!</i>	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions to make the reader take the writing more seriously - Sometimes use rhetorical questions to make the reader think more deeply about the subject - Use of alliteration helps to make a phrase more memorable and stick in their mind See ¹ for Year 4 adaptation	The present perfect tense can be used to indicate the something started in the past but is still relevant now Prepositions and prepositional phrases tell the reader where things are and where and when things happen See ² & ³ for Year 4 adaptations	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2) See ⁴ & ⁵ for Year 4 adaptations	apostrophe, verb, tense (past, present) (Y2) preposition, present perfect tense, conjunction (Y3) adverbial (fronted adverbial)², pronoun⁴ (Y4)
Adaptations for Y4 curriculum	¹ Whilst this will be the second time that children in Year 3 will have encountered writing to persuade, children in Year 4 will have experienced this writing purpose within the Year B cycle of Y3/4 mixed-age learning, as well as earlier in the year. Encourage children to remember what they have learned about this purpose before now, and add to their understanding of language choices to include: - Use of power of three to make something more memorable for the reader and make them think about it for longer - Use of anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences ² Continue to teach that fronted adverbials provide more information or detail before the main idea of the sentence that follows – it can be a useful way to link ideas to each other [e.g. On top of that, Furthermore, In addition, etc]. Children in Year 4 should use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next. ³ Encourage children in Year 4 to extend their range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader. ⁴ Continue to teach using pronouns in place of a noun to avoid repetition and boring the reader. ⁵ Teach the use of Standard English forms for verb inflections to show the difference between speech/ dialect and written English (e.g. They were... instead of <i>They was....</i>)				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 10 steps Instructions <i>Moomin Mail</i>	Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use command sentences (Y2)	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened See ¹ for Year 4 adaptation	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) See ² for Year 4 adaptation	comma, adverb, apostrophe (Y2) clause, subordinate clause, conjunction, preposition (Y3) adverbial (fronted adverbial)¹ (Y4)
Adaptations for Y4 curriculum	¹ Continue to teach that fronted adverbials provide more information or detail before the main idea of the sentence that follows – it can be a useful way to link ideas to each other or indicate sequence or chronology [e.g. After that, As a next step, Several hours later, etc]. Children in Year 4 should use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next. ² Explicitly teach using an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes).				

 Inform 10 steps Non-chronological report <i>A Year Full of Celebrations and Festivals from Around the World</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find - Might include quotes from people to provide more information and add interest for the reader¹	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different noun [e.g. the lady/ the boy, etc] or pronoun (e.g. she, he, they, it) to refer back to this person or thing See ² for Year 4 adaptation	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)³ See ¹ for Year 4 adaptation	noun, verb, tense, past tense, present tense, comma, apostrophe³ (Y2) clause, subordinate clause, paragraph, conjunction (Y3) adverbial (fronted adverbial)², pronoun (Y4)
Adaptations for Y4 curriculum	¹ At this stage in the year, expect children in Year 4 to be using accurate punctuation of dialogue – a comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – in order to make the speech totally clear for the reader to follow along. Model how dialogue can be utilised as a quote to convey further information when writing to inform, rather than used to convey character within narratives when writing to entertain, for example. ² Continue to remind children how to use fronted adverbials to provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place. Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next. ³ Explicitly teach using an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes).				

 Entertain 11 steps Narrative <i>The Iron Man</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level inc. punctuation	Grammatical terminology
	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger As well as plot and character, stories take place somewhere and this is called a setting.	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them¹ - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow² Zoom in (more detail) & spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section See ³ for Year 4 adaptation	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened See ⁴ & ⁵ for Year 4 adaptations	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking¹	comma, adverb (Y2) clause, subordinate clause, paragraph², conjunction, preposition, inverted commas¹ (Y3) adverbial (fronted adverbial)⁵ (Y4)
Adaptations for Y4 curriculum	¹ At this stage in the year, expect children in Year 4 to be using accurate punctuation of dialogue – a comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – in order to make the speech totally clear for the reader to follow along. Remodel and teach this again if the children are unsure. They will use dialogue to show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell). ² Teach children in Year 4 how to use a new paragraph to show when a new or different character is speaking or when the setting or time changes. ³ Explicitly teach children in Year 4 about figurative language as an important compositional choice when writing to entertain. Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual. The use of metaphor creates a vivid picture in the reader's mind. ⁴ Continue to teach how to add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description. ⁵ Continue to remind children how to use fronted adverbials followed by a comma to provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place.				

 Entertain (Poetry) 5 steps Kennings <i>Poems Aloud/ Smile Out Loud</i>	Genre features Poetry: Specific structures of poems can include kennings in which two words are combined to describe something¹	Compositional choices according to writing purpose Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) See ² for Year 4 adaptation	Sentence level Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)	Word level including punctuation <u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between (Y2) See ³ for Year 4 adaptation	Grammatical terminology <u>adjective, noun, verb, comma apostrophe</u>³ (Y2)
Adaptations for Y4 curriculum	¹ Encourage children to experiment with their poetry language, including exploring surprising and/or unusual word combinations to experiment with expressive and figurative language. ² Teach the use of onomatopoeia within their kenning, if appropriate, to describe sounds and bring these to life for the reader by using all their senses to feel the description, action or character ³ Teach the use of an <u>apostrophe for plural possession</u> – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)				