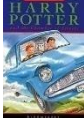


Lower School Writing Long Term Plan Cycle A

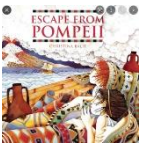
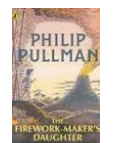
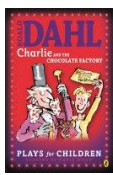
Autumn 1 The Egyptians	Autumn 2 Regional Study – our local National Parks	Spring 1 and 2 The Stone Age to the Iron Age		Summer 1 The Rainforest	Summer 2 European Region Study – The Alps
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Marcy and the Riddle of the Sphinx  Outcome: Narrative – setting description of entering the belly of the Sphinx. Purpose: To entertain Audience: Year 2's Form: Setting description (narrative)	Text: The Barnabus Project by The Fan Brothers  Outcome: Design their own failed pet and write informatively about their creature. Purpose: To inform Audience: Purchasers of failed pets Form: Non-chronological report SOA: Diary	Text: Stone Age Boy  Outcome: Character description about Om. Purpose: To entertain Audience: KS1 Children Form: Character description	Text: Outcome: non-chronological report about Purpose: To inform Audience: Form: non-chronological report SOA: Narrative - retell	Text: The Great Kapok Tree  Outcome: a retell of the Great Kapok Tree Purpose: To entertain Audience: KS2 children Form: Narrative SOA: Poetry	Text: Race to the Frozen North  Outcome: Letter Purpose: To inform Audience: His sister - Eliza Form: Informal letter SOA: Retell
- Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use adverbs and prepositional to express time, place and cause. - Know when to use 'a' and 'an'	Children to become more independent in the following objectives: - Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound)	- When planning, discuss and record ideas. - In narratives, creates characters - Vocabulary choices move from generic to specific. - Vary nouns and pronouns to avoid repetition. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Use the irregular simple past tense verbs e.g. awake/awoke - Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to	- When planning, discuss and record ideas. - In narratives, creates settings, characters and plot - Vocabulary choices move from generic to specific. - Expansion of detail/events may be support through vocabulary and explanation. - Uses varied nouns and pronouns for cohesion. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) - Use fronted adverbials to express time - To begin using commas after fronted adverbials - Use inverted commas to punctuate direct speech	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - In narratives, creates settings, characters and plot - Vocabulary choices move from generic to specific. - Expansion of detail/events may be support through vocabulary and explanation. - Uses varied nouns and pronouns for cohesion. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) - Use fronted adverbials to express time - To begin using commas after fronted adverbials

• Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> • In narrative, creates settings • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Use conjunctions to express time, place and cause. • Use adverbs and prepositional to express time, place and cause. • Know when to use ‘a’ and ‘an’ • Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> • In narrative, creates characters • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Indicate possession by using the possessive apostrophe with plural nouns • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary • Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns	improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> • Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. • Openings and closings are clearly signalled and well developed. • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma	<u>Additional Year 4 Objectives:</u> • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary • Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”	• Use inverted commas to punctuate direct speech <u>Additional Year 4 Objectives:</u> • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary • Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”
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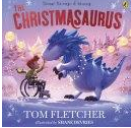
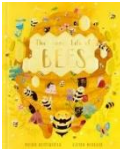
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Tadeo Jones/Egyptian Pyramids (literacy shed film clip) https://www.literacyshed.com/the-egyptian-pyramids.html#google_vignette Outcome: Diary entry Purpose: To inform Audience: Historians Form: Diary SOA: Narrative – setting description	Text: Leon and the place between  Outcome: Retell a descriptive narrative of the <i>place between</i> Purpose: To entertain Audience: Tom and other non-believers Form: Descriptive narrative SOA: Non-chronological report	Text: Harry Potter and the Chamber of Secrets  Outcome: Letter-children are to write their own howler to reprimand. Purpose: To reprimand Audience: Character in Harry Potter Form: Howler SOA: Narrative – character description	Text: The Lion, the witch and the wardrobe (Narnia)  Outcome: Perform a poem about Aslan/The White Witch Purpose: To entertain Audience: KS1 children Form: Poem	Text: Ride of Passage (literacy shed film clip) https://www.literacyshed.com/the-other-cultures-shed.html Outcome: retell of the animation Purpose: Audience: Form: SOA: Narrative retell	Text: The Iron Man  Outcome: Newspaper Report (Read book as class story for context beforehand) Purpose: To inform Audience: Towns people Form: Newspaper report SOA: Letter
- Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use some variation in sentence type (statement, command, question, exclamation) - Use adverbs and prepositional to express time, place and cause. - Use irregular simple past tense verbs e.g. awake/awoke - Know when to use 'a' and 'an'	Children to become more independent in the following objectives: - Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use adverbs and prepositional to express time, place and cause. - Know when to use 'a' and 'an'	- When planning, discuss and record ideas. - In narratives, creates characters - Vocabulary choices move from generic to specific. - Vary nouns and pronouns to avoid repetition. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Use the irregular simple past tense verbs e.g. awake/awoke - Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play - Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - In narratives, creates characters - Vocabulary choices move from generic to specific. - Vary nouns and pronouns to avoid repetition. - Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play - Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Description or detail in both narrative and non-narrative is expanded through an appropriate	- When planning, discuss and record ideas. - In narratives, creates settings, characters and plot - Vocabulary choices move from generic to specific. - Expansion of detail/events may be support through vocabulary and explanation. - Uses varied nouns and pronouns for cohesion. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) - Use fronted adverbials to express time - To begin using commas after fronted adverbials - Use inverted commas to punctuate direct speech <u>Additional Year 4 Objectives:</u> - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u>

• Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> • In narrative, creates settings, characters and plot • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary • Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) • Openings and closing are clearly signalled and well-developed. • Standard English forms for verb inflections instead of local spoken forms • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns	and precise range of vocabulary • Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) • Standard English forms for verb inflections instead of local spoken forms • Indicate possession by using the possessive apostrophe with plural nouns • Use figurative language such as similes, alliteration to build a picture in the readers head.	• Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	• Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. • Openings and closings are clearly signalled and well developed. • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma
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Lower School Writing Long Term Plan Cycle B

Autumn 1 and 2 Roman Britain		Spring 1 Volcanoes	Spring 2 Economic Activity (Africa) – Chocolate!	Summer 1 and 2 The Tudors	
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Escape From Pompeii  Outcome: Setting description of the volcano erupting as the children leave Pompeii Purpose: To entertain Audience: Year 2's Form: Setting description (narrative)	Text: Real life dragons and their stories of survival  Outcome: Design their dragon and write informatively about their creature. Purpose: To inform Audience: Scientists Form: Non-chronological report SOA: Character description	Text: The Firework Maker's daughter  Outcome: Write the secret diary of the Firework Maker Purpose: To inform Audience: Myself Form: Diary SOA: Retell of a narrative	Text: Charlie and the Chocolate Factory  Outcome: Setting description of the chocolate room. Purpose: To entertain Audience: Chocolate enthusiasts Form: narrative – setting description SOA: Poetry	Text: The Water Horse  Outcome: Character description of the Water Horse Purpose: To entertain Audience: Form: narrative – character description. SOA: Non-chronological report	Text: Umbrella (video) https://www.youtube.com/watch?v=BI1FOkpFY2Q Outcome: Retell the story Purpose: To entertain Audience: Form: Descriptive narrative SOA: Newspaper
- Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use adverbs and prepositional to express time, place and cause.	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency,	- Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use some variation in sentence type (statement,	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency,	- When planning, discuss and record ideas. - In narratives, creates characters - Vocabulary choices move from generic to specific. - Vary nouns and pronouns to avoid repetition. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Use the irregular simple past tense verbs e.g. awake/awoke - Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - In narratives, creates settings, characters and plot - Vocabulary choices move from generic to specific. - Expansion of detail/events may be support through vocabulary and explanation. - Uses varied nouns and pronouns for cohesion. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) - Use fronted adverbials to express time - To begin using commas after fronted adverbials

Know when to use 'a' and 'an'	including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. - Openings and closings are clearly signalled and well developed. - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials to express manner, followed by a comma	command, question, exclamation) - Use adverbs and prepositional to express time, place and cause. - Use irregular simple past tense verbs e.g. awake/awoke - Know when to use 'a' and 'an' - Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> - Use an increasing range of sentence length and structure. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Use fronted adverbials to express place, followed by a comma - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. - Openings and closings are clearly signalled and well developed. - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials to express manner, followed by a comma	- Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) - Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials to express manner, followed by a comma - Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns	- Use inverted commas to punctuate direct speech <u>Additional Year 4 Objectives:</u> - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Use the present perfect form of verbs in contrast to the past tense - Indicate possession by using the possessive apostrophe with plural nouns - Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
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Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Boudica's Army.  Outcome: Character description of Boudica. Purpose: To entertain Audience: KS1 Children Form: Character description SOA: setting description	Text: The Christmasaurus  Outcome: Write a retell of the Christmasaurus Purpose: To entertain Audience: KS1 children Form: Retell SOA: Non-chronological report	Text: The Night Box by Louis Greig and Ashling Lindsay  Outcome: Poetry performance Purpose: To create an image with language Audience: Readers of my poem (peers, teachers, parents, myself) Form: Poetry SOA: Diary	Text: The Secret Life of Bees  Outcome: Non-chronological report about bees Purpose: To inform Audience: Bee-keepers Form: Non-chronological report SOA: Setting description	Text: First News/Tudor non-fiction texts (various) Outcome: Newspaper report about the execution of Anne Boleyn Purpose: To inform Audience: Tudors Form: Newspaper SOA: Character description	Text: Various non-chronological reports Outcome: A guide to Woolton Hill Junior School for Year 2's. Purpose: To inform Audience: Year 2's Form: Non-chronological report SOA: Narrative retell
- Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use adverbs and prepositional to express time, place and cause. - Know when to use 'a' and 'an' - Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u>	Children to become more independent in the following objectives: - Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. - Select nouns and pronouns to provide clarity for the reader. - Draft and write an increasing range of sentence structures (simple and compound) - Use conjunctions to express time, place and cause. - Use adverbs and prepositional to express time, place and cause. - Know when to use 'a' and 'an'	- When planning, discuss and record ideas. - In narratives, creates characters - Vocabulary choices move from generic to specific. - Vary nouns and pronouns to avoid repetition. - Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play - Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Viewpoint is consistently maintained (for example,	- When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Viewpoint is consistently maintained (for example,	Children to become more independent in the following objectives: - When planning, discuss and record ideas. - Vocabulary choices move from generic to specific. - Organise writing into logical chunks and write a coherent series of linked sentences for each. - Use simple organisational devices, e.g. headings and sub-headings. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Additional Year 4 Objectives:</u> - Viewpoint is consistently maintained (for example,

• In narrative, creates characters • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Proof read for spelling and punctuation errors. <u>Additional Year 4 Objectives:</u> • In narrative, creates settings, characters and plot • Use an increasing range of sentence length and structure. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (complex sentences) • Use fronted adverbials to express place, followed by a comma • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) • Standard English forms for verb inflections instead of local spoken forms • Indicate possession by using the possessive apostrophe with plural nouns • Use figurative language such as similes, alliteration to build a picture in the readers head.	word choice indicates child's viewpoint on a character or an issue) • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. • Openings and closings are clearly signalled and well developed. • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma	• Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. • Openings and closings are clearly signalled and well developed. • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma	word choice indicates child's viewpoint on a character or an issue) • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. • Openings and closings are clearly signalled and well developed. • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials to express manner, followed by a comma
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