

Writing Outcome & Time frame	Key compositional and organisation features to be taught/revised	Track Back Pre-Year Group Grammar and Punctuation Features	Age-related Expectations for Year Group Grammar and Punctuation Features	Opportunities for GP
<p>Fiction – poetry 2 weeks</p> <p>Outcome write own Poem based on Roman Emperor Purpose to entertain</p>	<p>Language features of poetry</p> <ul style="list-style-type: none"> • Features of poetry rhyme rhythm and figurative features • Look at features and structure metre /rhyme look at system AABB etc • Purpose of this selection of poetry to inform using humour entertainment • Be able to retrieve information from the poem • Look at structure of verses (stanza) • Be introduced to types of figurative language 	<ul style="list-style-type: none"> • Revise nouns adjectives prepositions and verbs • Identify different types of nouns/ proper/ collective/ concrete /abstract • Understand the structure of poetry, capital letters for a new line and explore how punctuation is used including commas • Revise present and past tense 	<ul style="list-style-type: none"> • Revise nouns adjectives prepositions and verbs • Identify different types of nouns/ proper/ collective/ concrete /abstract • Understand the structure of poetry, capital letters for a new line and explore how punctuation is used including commas • Simple, progressive and perfect forms of verbs • Pronouns and possessive pronouns 	<ul style="list-style-type: none"> • . Appropriate use of rhyme and syllables in independent writing • Effective use of punctuation including commas • Edit and revise writing
<p>Myth- narrative retell fiction Purpose to entertain</p> <p>Outcome setting and character description</p> <p>Retell myth of Romulus and Remus from the point of view of Mars the god of war</p>	<p>Language features of retell</p> <ul style="list-style-type: none"> • Past tense (option for anecdotal story telling for more able) • Chronological order temporal connectives (then, next, first afterwards, just before that, at last afterwards) • The subject of a recount third person • What? where /who? Why details for the reader • Powerful verbs and vivid description <p>Language Features of a myth</p> <ul style="list-style-type: none"> • Rich vocabulary evoking the power and splendour of the characters and settings • Fast moving narration of action to keep the drama moving along- less use of dialogue 	<ul style="list-style-type: none"> • Precise nouns – pronouns • Conjunctions • Prepositions 	<ul style="list-style-type: none"> • Expanded noun phrases- revise prepositions- expand noun phrases with adjectives and prepositions • Adverbs and adverbial phrases- • Coordinating conjunctions and compound sentences • Begin to recognise main and subordinate clauses- explain what a clause is • Use paragraphs for each theme • Use commas to separate items on a list 	<p>Commas are used securely to separate main and subordinate clauses Paragraphing is clear and ideas are developing and linked to guide the reader through the text Use a range of tenses and verb forms confidently and effectively Different sentence types and varied word order are used to create specific effects</p> <p>Choose vocabulary and structure for a purpose and to engage and impact on their identified reader Word choices are well considered and are used to build a description, an even, tension or emotion</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p>

	<ul style="list-style-type: none"> • Use language structures of fairy tales within • Figurative language - (SHAMPOO) 			<p>Consistently apply Y4 spelling expectations across their writing</p>
<p>Non chronological report - non fiction</p> <p>3 weeks- Purpose to inform</p>	<p>Typical structure-</p> <ul style="list-style-type: none"> • Opening that introduces the reader to the subject • Chunks of information, logically organised .. possibly with subheadings, lists bullet points, information boxes, lists, bullet points, diagrams, images • Paragraphs usually begin with a topic sentence • Ending that makes a final 'amazing' point or relates the subject to the reader <p>Typical language features</p> <ul style="list-style-type: none"> • Generalisers • Connectives to add information • Subject specific technical vocabulary • Passive voice • Focuses on generic features <ul style="list-style-type: none"> • Use present / past tense and third person • Writing style formal <p>Detail and description including comparisons and contrast... polar bears</p>	<ul style="list-style-type: none"> • Precise nouns - pronouns • Conjunctions • Prepositions • Adjectives 	<ul style="list-style-type: none"> • Formal language • Expanded noun phrases - with adjectives and prepositions • Fronted adverbials plus comma • Precise nouns • Possessive apostrophes for singular and plural nouns • Subordinating conjunctions and recognition of subordinate clauses • Subordinate clauses at the start of a sentence followed by a comma • Distinguish between simple, compound and complex sentences 	<p>Commas are used securely to separate main and subordinate clauses</p> <p>Paragraphing is clear and ideas are developing and linked to guide the reader through the text</p> <p>Writing demonstrates a use of formal and informal language dependent on the purpose and the audience</p> <p>Use a range of tenses and verb forms confidently and effectively</p> <p>Different sentence types and varied word order are used to create specific effects</p> <p>Choose vocabulary and structure for a purpose and to engage and impact on their identified reader</p> <p>Technical vocabulary used purposefully in non narrative writing</p> <p>Word choices are well considered and are used to build a description, an even, tension or emotion</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p>

are the biggest carnivores of all .. they hibernate like other bears

Consistently apply Y4 spelling expectations across their writing