

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Genre, Punctuation &amp; Grammar, Purpose &amp; Audience Progression</b>	<p><b>Imaginative Poem: A Magic Box</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul> <p><b>Narrative: Dragon Stories using 'How to Train your Dragon stories'</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives that are well-structured and well-paced.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To use all of the necessary punctuation in direct speech</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<p><b>Non-Chronological Report: Dragons</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.            To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul> <p><b>Persuasive letter: to Father Xmas</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To begin to read aloud their own writing, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<p><b>Explanation Texts: Cracking Contraptions</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul> <p><b>Narrative: Character Descriptions: Made up character from a fairy tale</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives that are well-structured and well-paced.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> </ul> <p><u>Grammar &amp; 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Punctuation:</u></p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul>	<p><b>Recount – Diary Entry: Evacuee – using Lion and the Unicorn story.</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul> <p><b>Persuasive Leaflet: Visit to York</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><u>Grammar &amp; Punctuation:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To use paragraphs to organise ideas around a theme</li> </ul>	<p><b>Historical Story Writing: from WW2</b>  <u>Audience, Purpose &amp; Structure:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives that are well-structured and well-paced.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><u>Grammar &amp; 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<b>Planning, Writing and Editing</b>	<ul style="list-style-type: none"><li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li><li>• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li><li>• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li><li>• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li></ul>