

Year 4 - Autumn

End of Year ARE (LA Statements)

	Y4 end-of-year expected standard expectations		
Audience & purpose	Writing is mostly appropriate for a range of purposes; vocabulary and grammar is mostly appropriate.	Vocabulary	A range of expanded noun phrases are used and some are further expanded with a preposition after the noun e.g. <i>a blue ball or a bouncy, blue ball or, a blue ball with a football logo.</i>
	Children can effectively describe people and places (setting/character) using noun phrases, prepositions and adverbs. Events in a narrative are cohesively sequenced (plot). Dialogue is used.		A range of synonyms for verbs, nouns and adjectives are used.
Sentence structure	Use of subordinate and co-ordinating clauses, including some at the start of a sentence, to create cohesion and link ideas together. Use of adverbials , including some at the start of a sentence, so that the reader understands when, where & how things happen.		Standard English is used at all times.
Punctuation	Commas are mostly used after fronted adverbials & subordinate clauses to separate the main clause.	Tense & person	Mostly accurate use of tenses (-ing, -ed & present perfect e.g have seen, has been) including was/were, did/done etc
	Full-stops and capital letters are mostly accurate.	Cohesion	Paragraphs are used to organise writing.
	Question and exclamation marks and commas in lists are mostly accurate.		Ideas are mostly linked within paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns synonyms, eg. a lion / he / the ferocious beast. Headings/sub-headings are used if appropriate.
	Apostrophes for singular and plural possession are mostly accurate.	Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Most statutory Y3/4 words are spelt accurately.
	Speech punctuation is mostly accurate including a comma, ! or ? to separate reporting clauses.	Handwriting	Handwriting is mostly joined and consistently sized.
		Editing	Children can proofread for spelling & punctuation errors and make some edits to the effectiveness.

Key National Curriculum Objectives for **Autumn**

<p>National Curriculum Handwriting Objectives are a key focus for this term.</p>	<p>draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures fictional</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p>	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Including: full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas</p>	<p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p>
<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<ul style="list-style-type: none"> • To listen to a modelled example of how to orally rehearse a text before writing. • To use notes or pictures to guide a retell. • To understand more complex vocabulary. • To know how to improve an oral rehearsal by including complex sentences. • To orally create a text with a partner. • To know how to create a text using oral rehearsal independently. 	<ul style="list-style-type: none"> • Know what a noun is and be able to identify them when reading • Know some determiners and where they sit within an expanded noun phrase • Know what an adjective is and that adjectives are included within expanded noun phrases • To know what a preposition is and identify this in a sentence. • To know the difference between a phrase and clause. • Know how to use expanded noun phrases which include adjectives and prepositional phrases 	<ul style="list-style-type: none"> • To know what a simple sentence is and how this is punctuated. • To identify full stops, question marks, exclamation marks, commas, speech marks and capital letters. • To correct basic errors in a sentence. • To articulate whether a sentence is complete and where the full stop, question mark or exclamation mark should go. • To know what a question and exclamation is and add in the appropriate punctuation. • To know how to punctuate speech correctly. • To know how to punctuate lists with commas accurately. • To punctuate work correctly using taught techniques. 	<ul style="list-style-type: none"> • To know that conjunctions join two sentences together. • To know that adverbs describe how, when or where something was done. • To understand and identify prepositions show position. • To identify conjunctions which express time and cause (when, before, after, so, because, while) • To be able to match two sentences with an appropriate conjunction which shows time and cause. • To know how to write sentences which include conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> • To know that 'was' is a verb • To know the different tense forms of 'was' • To identify verb inflections within texts • To correct verb inflections in a modelled text • To add in missing verb inflections • To write using Standard English • To justify verb inflections.

Core Text Types for **Autumn** (further text outcomes can also be completed)

Autumn 1		Autumn 2	
Novel: Charlie and the Chocolate Factory	Poem: Chocolate Cake	Novel: The Explorer	Poem: The Rainforest Grew All Around
Key Writing Outcome: Narrative Inc character description	Key Grammar Focus: <ul style="list-style-type: none"> • Handwriting objectives • To punctuate work correctly using taught techniques. 	Key Writing Outcome: Survival Guide	Key Grammar Focus: <ul style="list-style-type: none"> • To write using Standard English • To punctuate work correctly using taught techniques.
Key Writing Outcome: Recount	Key Grammar Focus: <ul style="list-style-type: none"> • Know how to use expanded noun phrases which include adjectives and prepositional phrases • To know how to create a text using oral rehearsal independently. 	Key Writing Outcome: Diary	Key Grammar Focus: <ul style="list-style-type: none"> • To know how to write sentences which include conjunctions, adverbs and prepositions to express time and cause. • Know how to use expanded noun phrases which include adjectives and prepositional phrases

Ongoing Objectives

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English 				
<p>📖 Listening: Can understand long discussions and follow detailed, multi-step instructions.</p> <p>Responding: Responses structured clearly and asks questions to clarify and extend understanding.</p> <p>Interaction with Adults: Can engage in more meaningful conversations and express opinions.</p> <p>Interaction with Peers: Respect others’ viewpoints and take turns talking within group conversations.</p>	<p>📖 Questioning Style: More structured queries, linking previous knowledge with new ideas.</p> <p>Purpose: Explores cause and effect, comparisons, and reasoning in response to what is being taught without prompts.</p> <p>Support Needed: Encourage deeper questioning through class discussions and debate.</p>	<p>📖 Reading for Meaning: Using dictionaries and thesaurus.</p> <p>Context Clues: Inferring word meanings from sentences.</p> <p>Expanding Vocabulary: Using more varied adjectives, verbs, and adverbs.</p> <p>Subject-Specific Words: Teaching topic-related vocabulary for science, history, etc. with children starting to use them independently.</p>	<p>📖 Fluent Speech: Speaks mostly without pauses and hesitations.</p> <p>Grammar & Vocabulary Growth: Make precise language choices in a range of settings.</p> <p>Speaking for Different Purposes: Adjusts language for formal and informal situations.</p> <p>Confidence in Discussion: Engages in conversations with greater clarity and a mastery over volume.</p>	<p>Knowledge – Speech Physical: Consider how movement supports audience engagement. Use pauses for effect e.g. when telling an anecdote or a joke.</p> <p>Linguistic: Carefully consider the words and phrases being used.</p> <p>Cognitive: Give supporting evidence e.g. using examples.</p> <p>Social & Emotional: Empathise with an audience.</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Fronted adverbials		Can identify fronted adverbials and may begin to use them in their writing with errors. They can write an example after direction. Can use them in their writing with support. They are beginning to use them independently in their writing. They use commas in some of their writing.	They are using them in their writing mostly independently and with commas mostly correctly.
Use of standard English form of verbs (was/were)	To identify the correct use of was/were in sentences. To be able to use tense correctly in their speech most of the time.	To use the correct standard English form of verbs in some of their writing after support and direction.	To use the correct standard English form of verbs in most of their writing independently.
To use a variety of sentence types.	Identify the three sentence types and be able to recognise them. To be able to use simple and compound sentences confidently.	To use some complex sentences in their writing with support, modelling and direction.	To be able to write all three sentence types in most of their writing.
Use apostrophes to mark plural possession		Identify the difference between singular and plural possession. They should be confident in using singular possession and be able to understand plurals. To be able to show plural possession in an example after direction.	To be able to show plural possession in most of their writing.
Use of inverted commas and other punctuation to indicate direct speech	From Y3 - To be able to use inverted commas to direct speech. To understand when a character is speaking. They should be able to identify the rules for inverted commas.	To begin to use the inverted commas them in their writing mostly independent. To begin to use the other speech punctuation in their writing with support.	To use both inverted commas and other punctuation to indicate direct speech.
Use nouns or pronouns for cohesion and avoid repetition	Recognise what a pronoun is and the difference between a pronoun, a noun and a proper noun.	To begin to write sentences with some repetition. To be able to correct individual sentences to improve cohesion.	To avoid repetition of pronouns in their writing most of the time. To be able to read their writing back and ensure their sentences are cohesive.
Organise paragraphs around a theme	To be able to group related ideas together. To identify the themes of a paragraph Trying to use paragraphs in some of their writing.	To use paragraphs with errors and may not be consistent throughout the text. They may not always be organised or themed correctly.	To be able to use paragraphs that organise their ideas in most of their writing.
To be able to spell most words from the Year 3/4 word list.	To be able to identify some of the words and definitions from the Year 3/4 word list and attempt to spell them with phonically plausible spellings (where applicable).	To be able to spell some of the words from the Year 3/4 list and trying to use them in their writing.	To be able to use the words in context in their writing and spelt mostly correctly.

Yr4 Spring
End of Year ARE (LA Statements)

	Y4 end-of-year expected standard expectations		
Audience & purpose	Writing is mostly appropriate for a range of purposes; vocabulary and grammar is mostly appropriate.	Vocabulary	A range of expanded noun phrases are used and some are further expanded with a preposition after the noun e.g. <i>a blue ball or a bouncy, blue ball or, a blue ball with a football logo.</i>
	Children can effectively describe people and places (setting/character) using noun phrases, prepositions and adverbs. Events in a narrative are cohesively sequenced (plot). Dialogue is used.		A range of synonyms for verbs, nouns and adjectives are used.
Sentence structure	Use of subordinate and co-ordinating clauses, including some at the start of a sentence, to create cohesion and link ideas together. Use of adverbials , including some at the start of a sentence, so that the reader understands when, where & how things happen.		Standard English is used at all times.
Punctuation	Commas are mostly used after fronted adverbials & subordinate clauses to separate the main clause.	Tense & person	Mostly accurate use of tenses (-ing, -ed & present perfect e.g have seen, has been) including was/were, did/done etc
	Full-stops and capital letters are mostly accurate.	Cohesion	Paragraphs are used to organise writing.
	Question and exclamation marks and commas in lists are mostly accurate.		Ideas are mostly linked within paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns synonyms, eg. a lion / he / the ferocious beast. Headings/sub-headings are used if appropriate.
	Apostrophes for singular and plural possession are mostly accurate.	Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Most statutory Y3/4 words are spelt accurately.
	Speech punctuation is mostly accurate including a comma, ! or ? to separate reporting clauses.	Handwriting	Handwriting is mostly joined and consistently sized.
		Editing	Children can proofread for spelling & punctuation errors and make some edits to the effectiveness.

Key National Curriculum Objectives for **Spring**

<p>Draft and write by organising paragraphs around a theme</p>	<p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p>	<p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names and proof-read for spelling and punctuation errors, including the use of the apostrophe for possession.</p>	<p>Draft and write non-narrative material, using simple organisational devices</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p>
<ul style="list-style-type: none"> • To know that a paragraph is a group of sentences around a consistent idea. • To know the reasons why you would start a new paragraph. • To identify where a new paragraph would start. • To hear modelled examples of planning using paragraphs. • To know what the key events are in a piece of writing and that these will form paragraphs. • To be able to plan and write using paragraphs. • To be able to proof read work to ensure paragraphs have been used correctly. • To spot and correct error in use of paragraphs. 	<ul style="list-style-type: none"> • To understand that an adverb can modify a verb an adjective or another adverb • To know the difference between a phrase and a clause. • To know that not all adverbs end in -ly • To know several examples of adverbs and how these are used differently • To know the difference between an adverbial phrase, preposition and a noun phrase. • To identify an adverbial phrase in a piece of writing. • To insert an appropriate adverbial phrase into a sentence. • To begin to understand that a comma is needed after an adverbial phrase. • To be able to start sentences orally and in writing using a fronted adverbial. • To use fronted adverbials to explain how, when or where something happened in writing. 	<ul style="list-style-type: none"> • To recap understanding of apostrophes for contraction. • To know that an apostrophe can also be used to show ownership. • To identify whether an apostrophe has been used to show contraction or possession. • To articulate who owns something from apostrophe use. • To insert possessive apostrophes correctly. • To know that singular and plural possession looks different. • To be able to write simple sentences which include possessive apostrophes. • To articulate how the different placement of a possessive apostrophe changes the meaning. • To proof read writing and make corrections upon apostrophe use. • To be able to precis longer pieces of writing. 	<ul style="list-style-type: none"> • To understand that non-fiction texts often look different to fiction. • To know how bullet points are used, when and their benefit. • To know when subheading are used, when and their benefit. • To know how diagrams or illustrations are used, when and their benefit • To identify these organisational devices and explain their impact. • To correct incorrect use of these devices. • To consider these devices when planning a non-fiction piece of writing. • To know how to punctuate bullet points. • To know that paragraphs are an organisational device and that these are still used in non-fiction writing. • To be able to select and use organisational devices based upon their use. 	<ul style="list-style-type: none"> • To know that speech marks are also called inverted commas. • To know that these indicate direct speech and how this is different to indirect speech • To be able to identify direct and indirect speech in a text. • To know that sentences within speech start with a capital letter and the punctuation at the end is included in the inverted commas. • To be able to add in the correct punctuation for speech. • To be able to punctuate speech when the reported clause is in the middle of the sentence. • To be able to write individual sentences with direct speech which are punctuated correctly. • To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas

Core Text Types for **Spring** (further text outcomes can also be completed)

Spring 1		Spring 2	
Novel: Non-Fiction	Poem: I am a Roman Soldier	Novel: Mysteries of Harris Burdick	Poem: The Door
Key Writing Outcome: Newspaper	Key Grammar Focus: <ul style="list-style-type: none"> To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas To be able to select and use organisational devices based upon their use. 	Key Writing Outcome: Balanced Argument	Key Grammar Focus: <ul style="list-style-type: none"> To be able to plan and write using paragraphs. To use fronted adverbials to explain how, when or where something happened in writing.
Key Writing Outcome: Non-chronological report	Key Grammar Focus: <ul style="list-style-type: none"> To be able to select and use organisational devices based upon their use. To be able to write simple sentences which include possessive apostrophes. 	Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> To use fronted adverbials to explain how, when or where something happened in writing. To be able to plan and write using paragraphs.

Ongoing Objectives

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
 Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others 				
<p>☒ Structuring Arguments: Uses phrases like "I believe that..." and "I think this because...".</p> <p>Justifying Ideas with Examples: Uses personal experience and facts to support opinions.</p> <p>Evaluating Different Perspectives: Considers alternative views in discussions.</p>	<p>☒ Extended Contributions: Speaks in full sentences and adds reasoning.</p> <p>Building on Others' Ideas: Connects comments to previous points in discussion and can refer back to them in conversation.</p> <p>Balanced Participation: Learns not to dominate or withdraw from conversations.</p> <p>More Structured Discussions: Takes part in debates and collaborative work or presentations.</p>	<p>☒ Discussions: Participates actively, responding to others' ideas.</p> <p>Presentations: Begins structuring speeches with clear points.</p> <p>Performances & Role Play: Uses facial expressions and tone to enhance acting.</p> <p>Improvisations: Engages in collaborative storytelling with multiple ideas.</p> <p>Debates: Can present a simple argument with reasoning.</p>	<p>☒ Comparing Perspectives: recognises differences between viewpoints and summarising how these are different.</p> <p>Evaluating Contributions: Uses summarising of other's points of views to evaluate and use this to come to an agreed outcome.</p> <p>Developing Conversations: Adds to discussions by connecting ideas and asks questions to probe further. Uses sentence stems, such as 'I'd like to add to _'</p>	<p>Knowledge - Lead a discussion</p> <p>Physical:</p> <p>Linguistic: Carefully consider the words and phrasing used to express ideas. Acknowledge how these support the purpose of talk.</p> <p>Cognitive: Ask probing questions. Reach a shared agreement.</p> <p>Social & Emotional: Use natural/subtle prompts for turn taking. Consider the impact of words on others when giving feedback.</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Fronted adverbials		Can identify fronted adverbials and may begin to use them in their writing with errors. They can write an example after direction. Can use them in their writing with support. They are beginning to use them independently in their writing. They use commas in some of their writing.	They are using them in their writing mostly independently and with commas mostly correctly.
Use of standard English form of verbs (was/were)	To identify the correct use of was/were in sentences. To be able to use tense correctly in their speech most of the time.	To use the correct standard English form of verbs in some of their writing after support and direction.	To use the correct standard English form of verbs in most of their writing independently.
To use a variety of sentence types.	Identify the three sentence types and be able to recognise them. To be able to use simple and compound sentences confidently.	To use some complex sentences in their writing with support, modelling and direction.	To be able to write all three sentence types in most of their writing.
Use apostrophes to mark plural possession		Identify the difference between singular and plural possession. They should be confident in using singular possession and be able to understand plurals. To be able to show plural possession in an example after direction.	To be able to show plural possession in most of their writing.
Use of inverted commas and other punctuation to indicate direct speech	To be able to use inverted commas to direct speech. To understand when a character is speaking. They should be able to identify the rules for inverted commas.	To begin to use the inverted commas them in their writing mostly independent. To begin to use the other speech punctuation in their writing with support.	To use both inverted commas and other punctuation to indicate direct speech.
Use nouns or pronouns for cohesion and avoid repetition	Recognise what a pronoun is and the difference between a pronoun, a noun and a proper noun.	To begin to write sentences with some repetition. To be able to correct individual sentences to improve cohesion.	To avoid repetition of pronouns in their writing most of the time. To be able to read their writing back and ensure their sentences are cohesive.
Organise paragraphs around a theme	To be able to group related ideas together. To identify the themes of a paragraph Trying to use paragraphs in some of their writing.	To use paragraphs with errors and may not be consistent throughout the text. They may not always be organised or themed correctly.	To be able to use paragraphs that organise their ideas in most of their writing.
To be able to spell most words from the Year 3/4 word list.	To be able to identify some of the words and definitions from the Year 3/4 word list and attempt to spell them with phonically plausible spellings (where applicable).	To be able to spell some of the words from the Year 3/4 list and trying to use them in their writing.	To be able to use the words in context in their writing and spelt mostly correctly.

Year 4 - Summer

End of Year ARE (LA Statements)

	Y4 end-of-year expected standard expectations		
Audience & purpose	Writing is mostly appropriate for a range of purposes; vocabulary and grammar is mostly appropriate.	Vocabulary	A range of expanded noun phrases are used and some are further expanded with a preposition after the noun e.g. <i>a blue ball or a bouncy, blue ball or, a blue ball with a football logo.</i>
	Children can effectively describe people and places (setting/character) using noun phrases, prepositions and adverbs. Events in a narrative are cohesively sequenced (plot). Dialogue is used.		A range of synonyms for verbs, nouns and adjectives are used.
Sentence structure	Use of subordinate and co-ordinating clauses, including some at the start of a sentence, to create cohesion and link ideas together. Use of adverbials , including some at the start of a sentence, so that the reader understands when, where & how things happen.		Standard English is used at all times.
Punctuation	Commas are mostly used after fronted adverbials & subordinate clauses to separate the main clause.	Tense & person	Mostly accurate use of tenses (-ing, -ed & present perfect e.g have seen, has been) including was/were, did/done etc
	Full-stops and capital letters are mostly accurate.	Cohesion	Paragraphs are used to organise writing.
	Question and exclamation marks and commas in lists are mostly accurate.		Ideas are mostly linked within paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns synonyms, eg. a lion / he / the ferocious beast. Headings/sub-headings are used if appropriate.
	Apostrophes for singular and plural possession are mostly accurate.	Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Most statutory Y3/4 words are spelt accurately.
	Speech punctuation is mostly accurate including a comma, ! or ? to separate reporting clauses.	Handwriting	Handwriting is mostly joined and consistently sized.
		Editing	Children can proofread for spelling & punctuation errors and make some edits to the effectiveness.

Key National Curriculum Objectives for **Summer**

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Use commas after fronted adverbials.	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation	Use a range of sentence types to add detail
<ul style="list-style-type: none"> To know that authors paint pictures with words when describing a character and a setting. To know that word choices affect the atmosphere or feeling for a character or setting and I can identify the words which are doing this. I can identify the atmosphere I am trying to create and suggest vocabulary, openers and sentence types which would be appropriate. I can use my knowledge of paragraphs in order progress a plot in narrative. I can use models or literary examples to inspire my own stories. I know how to plan a narrative where there is a character, setting and plot developed for an agreed purpose. 	<ul style="list-style-type: none"> To understand that a comma can be used in a list and after a fronted adverbial To know that you cannot join two sentences together with a comma and this is called comma splicing. To listen to sentences which include a fronted adverbial to identify where the comma would go. To add in commas after a fronted adverbial. To write single sentences which use a fronted adverbial and include a comma in the correct place. To use commas after a fronted adverbial in writing. 	<ul style="list-style-type: none"> To understand that a pronoun takes the place of a noun. To know that pronouns are used to avoid repetition. To know that there are different types of pronouns. To identify pronouns in a piece of writing. To articulate the difference the pronoun has made. To add in or correct pronouns. To understand that pronouns can be used to avoid confusion. To identify the pronouns which are going to be used in my writing at the planning stage. To write a paragraph which has a consistent use of pronouns. To suggest improvements in mine and other's work in relation to expanded noun phrases, fronted adverbials and pronouns. 	<ul style="list-style-type: none"> To recall how apostrophes are used for possession and omission. To recall how to correctly punctuate direct speech, including the inverted commas and commas after the reported clause. To have a modelled example of someone correcting their own use of apostrophes and speech punctuation. To identify and correct punctuation mistakes in someone else's work. To be able to highlight and correct my own mistakes regarding speech punctuation and apostrophes. 	<ul style="list-style-type: none"> To know how a simple, compound and complex sentence are different. To know the difference between coordinating and subordinating conjunctions and how this affects the sentence type. I can identify simple, compound and complex sentences. To know how to write sentences which are simple, compound and complex. To write a paragraph with a range of sentence types. To edit and improve a piece of writing by ensuring there is a range of sentence types.

Core Text Types for **Summer** (further text outcomes can also be completed)

Summer 1		Summer 2	
Novel: Mark of the Cyclops	Poem: Olympic Games	Novel: The Boy at the Back of the Class	Poem: The Magic Box
Key Writing Outcome: Advert	Key Grammar Focus: <ul style="list-style-type: none"> To write a paragraph with a range of sentence types To write a paragraph which has a consistent use of pronouns 	Key Writing Outcome: Diary	Key Grammar Focus: <ul style="list-style-type: none"> To use commas after a fronted adverbial in writing. I know how to plan a narrative where there is a character, setting and plot developed for an agreed purpose.
Key Writing Outcome: Narrative Inc setting	Key Grammar Focus: <ul style="list-style-type: none"> I know how to plan a narrative where there is a character, setting and plot developed for an agreed purpose. To be able to highlight and correct my own mistakes regarding speech punctuation and apostrophes. 	Key Writing Outcome: Letter	Key Grammar Focus: <ul style="list-style-type: none"> To write a paragraph which has a consistent use of pronouns To write a paragraph with a range of sentence types

Ongoing Objectives

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

[Plan his/her writing by discussing and recording ideas](#)

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication 				
<p>☑ Detailed Descriptions: Adds sensory details and varied sentence structures.</p> <p>Logical Explanations: Can explain cause-and-effect (e.g., “I feel excited because we are going on a trip tomorrow.”).</p> <p>Structured Storytelling: Uses paragraphs and dialogue to develop characters and events.</p>	<p>☑ Logical Hypothesising: Forms structured "if... then..." statements (e.g., "If plants don't get water, they will die").</p> <p>Reasoning Through Speech: Explains thinking with clearer reasoning and justification in discussions.</p> <p>Expanding Imagination: Uses spoken language to build more developed narratives, exploring different perspectives.</p>	<p>☑ Gaining Interest: Can structure ideas better and use engaging vocabulary.</p> <p>Maintaining Engagement: Learns to pace speech, use emphasis, and vary tone alongside hand gestures.</p> <p>Monitoring Listener Response: Can adjust based on verbal and some non-verbal feedback (e.g., re-explaining if someone doesn't understand).</p>	<p>☑ Using Standard English in Formal Settings: Can identify and use appropriate grammar structures to match the audience and purpose.</p> <p>Adapting Speech for Clarity: Adjusts voice, volume, and tone for different listeners. Is aware of how sarcasm can be used and when this is appropriate.</p> <p>Developing Persuasive & Explanatory Speech: Considers which words are the most appropriate in relation to audience and purpose.</p>	<p>Knowledge – Speech</p> <p>Physical: Consider how movement supports audience engagement. Use pauses for effect e.g. when telling an anecdote or a joke.</p> <p>Linguistic: Carefully consider the words and phrases being used.</p> <p>Cognitive: Give supporting evidence e.g. using examples.</p> <p>Social & Emotional: Empathise with an audience.</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Fronted adverbials		Can identify fronted adverbials and may begin to use them in their writing with errors. They can write an example after direction. Can use them in their writing with support. They are beginning to use them independently in their writing. They use commas in some of their writing.	They are using them in their writing mostly independently and with commas mostly correctly.
Use of standard English form of verbs (was/were)	To identify the correct use of was/were in sentences. To be able to use tense correctly in their speech most of the time.	To use the correct standard English form of verbs in some of their writing after support and direction.	To use the correct standard English form of verbs in most of their writing independently.
To use a variety of sentence types.	Identify the three sentence types and be able to recognise them. To be able to use simple and compound sentences confidently.	To use some complex sentences in their writing with support, modelling and direction.	To be able to write all three sentence types in most of their writing.
Use apostrophes to mark plural possession		Identify the difference between singular and plural possession. They should be confident in using singular possession and be able to understand plurals. To be able to show plural possession in an example after direction.	To be able to show plural possession in most of their writing.
Use of inverted commas and other punctuation to indicate direct speech	To be able to use inverted commas to direct speech. To understand when a character is speaking. They should be able to identify the rules for inverted commas.	To begin to use the inverted commas them in their writing mostly independent. To begin to use the other speech punctuation in their writing with support.	To use both inverted commas and other punctuation to indicate direct speech.
Use nouns or pronouns for cohesion and avoid repetition	Recognise what a pronoun is and the difference between a pronoun, a noun and a proper noun.	To begin to write sentences with some repetition. To be able to correct individual sentences to improve cohesion.	To avoid repetition of pronouns in their writing most of the time. To be able to read their writing back and ensure their sentences are cohesive.
Organise paragraphs around a theme	To be able to group related ideas together. To identify the themes of a paragraph Trying to use paragraphs in some of their writing.	To use paragraphs with errors and may not be consistent throughout the text. They may not always be organised or themed correctly.	To be able to use paragraphs that organise their ideas in most of their writing.
To be able to spell most words from the Year 3/4 word list.	To be able to identify some of the words and definitions from the Year 3/4 word list and attempt to spell them with phonically plausible spellings (where applicable).	To be able to spell some of the words from the Year 3/4 list and trying to use them in their writing.	To be able to use the words in context in their writing and spelt mostly correctly.