



Autumn Term	Spring Term	Summer Term
<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words.</li> <li>-Discuss the meaning of new or unusual words in context.</li> <li>-Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information.</li> <li>-Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why.</li> <li>-Explore how character descriptions are designed to provoke a response to the character.</li> <li>-Identify how rich and powerful language is used in the model text.</li> <li>-Explore and discuss how sentence structure and different sentence types create different effects on the reader.</li> <li>-Identify persuasive techniques and devices and discuss their impact.</li> </ul> <p><b>Greater Depth Standard</b></p> <ul style="list-style-type: none"> <li>-Discuss how shades of meaning can affect understanding.</li> <li>-Explore the origins of words within texts read.</li> <li>-Demonstrate understanding of figurative language. Explain how descriptive techniques provoke responses.</li> <li>-Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing.</li> </ul>	<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Use knowledge of root words, prefixes and suffixes to understand new words.</li> <li>-Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.</li> <li>-Explain the meaning of words in more than one context.</li> <li>-Use skimming to identify main ideas within a paragraph and begin to summarise.</li> <li>-Comment on how writers use conventions to engage the reader.</li> <li>-Identify techniques writers use to create mood and atmosphere.</li> <li>-Use scanning to locate key information efficiently, for a purpose.</li> <li>-Draw inferences from independent reading using the text to justify responses.</li> <li>-Predict what might happen from both details stated and those implied.</li> <li>-Identify techniques and vocabulary choices to create an impersonal style to writing.</li> </ul> <p><b>Greater Depth Standard</b></p> <ul style="list-style-type: none"> <li>-Reason about words with reference to relationships between words.</li> <li>-Identify words and phrases with similar meaning.</li> </ul>	<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>-Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation.</li> <li>-Independently identify and discuss many themes and conventions.</li> <li>-Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it.</li> <li>-Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</li> <li>-Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these.</li> <li>-Explain about how writers use different techniques to engage the reader.</li> <li>-Identify how features, structure and presentation contribute to meaning in fiction and non-fiction.</li> <li>-Understand and explain the difference between what is written and what is implied in a text.</li> <li>-Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader.</li> <li>-Scan a text to identify language used for comparison and contrast.</li> </ul> <p><b>Greater Depth Standard</b></p> <ul style="list-style-type: none"> <li>-Reason about words, explaining meaning in multiple contexts with reference to shades of meaning.</li> </ul>

-Confidently and independently draw inferences from the text and justify opinions with evidence from the text.

-Explain figurative language making links to other words and phrases.

-Identify and explain different cohesive and organisational devices in fiction and non-fiction.

-Identify how writers shift between past and present tense and the purpose of this.

-Explain how vocabulary choices can impact on the mood, atmosphere and style of writing.

-Identify words and phrases with similar meaning reasoning about the effectiveness.

-Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar.

-Reason about the use of figurative language, the purpose of it and the effect it has on the reader.

-Identify and discuss the narrative voice when there is more than one.

-Explain the wider features of different genres and explain their purpose.

## Y4 English Writing LTP

Autumn Term	Spring Term	Summer Term
<p><b>Narrative</b></p> <p>To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p>*Add character descriptions designed to provoke sympathy or dislike in the reader.</p> <p><b>Recount</b></p> <p>Write a recount in the 1st person with a clear audience and form eg. a day in the life of a roman soldier for children.</p> <p>*Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p> <p><b>Narrative</b></p> <p>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>*Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p> <p><b>Persuasion</b></p> <p>Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p> <p>*Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices.</p>	<p><b>Narrative</b></p> <p>Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>*Experiment with using different organisational devices with some attempt to link paragraphs together.</p> <p><b>Explanation</b></p> <p>Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p>*Write same explanation in an informal style noting change of audience and form to suit this text.</p> <p><b>Narrative</b></p> <p>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>*Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</p> <p><b>Non-chronological report</b></p> <p>Write a report with a clear audience and specific form.</p> <p>*Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p>	<p><b>Narrative</b></p> <p>Write in role as a character from a story.</p> <p>*Change the narrative voice or write from two perspectives.</p> <p><b>Recount</b></p> <p>Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>*Same recount in a different form and style eg. Recount events as a diary.</p> <p><b>Narrative</b></p> <p>Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.</p> <p>*Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p><b>Non-chronological report</b></p> <p>Write a comparative report based on their own notes taken from several sources.</p> <p>*Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</p>

### Y4 Writing Assessment Key Performance Indicators

Autumn Term	Spring Term	Summer Term
Plan and write their own version of a familiar story with a focus on varied and rich vocabulary	Plan a complete story focussed on organisational Devices	In narratives, write in role and describe settings and characters using “show not tell” techniques
Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere	Write a recount in the form of a newspaper report
Write a recount in the 1st person with a clear audience and form	Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience	Write a comparative report based on their own notes taken from several sources
In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words	Write a report with a clear audience and specific form	Use a range of devices to structure the writing and support the reader based on the form and purpose
Organise into paragraphs around a theme and for different sections of a story	Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose	Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)
Include descriptive and expanded noun phrases to evoke setting and make it more vivid	Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately	Use fronted adverbials including the correct use of a comma
Use of varied and rich vocabulary drawn from reading	Use present, past, progressive and perfect tense verb forms mostly accurately	Develop the use of sentences with more than one clause by using a wider range of conjunctions
Begin to use fronted adverbials	Use pronouns and nouns to aid cohesion and avoid repetition	Effectively use conjunctions, adverbs and prepositions to express time, cause and place
Use inverted commas accurately to punctuate direct speech	Confidently use fronted adverbials using a comma after the fronted adverbial	Spell correctly most words from the year 3/4 spelling list
Begin to use sentences with more than one clause	Begin to use relative clauses	Use joined-up writing throughout all independent writing
Spell some words from Year 3/4 correctly and spell words in contracted form correctly	Develop the use of sentences with more than one clause	Make simple additions, revisions and proof-reading corrections to their own writing
Consistently use joined writing	*Write effectively for the purpose and audience, selecting language that shows good awareness of the reader	*Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.
*Use character descriptions designed to provoke sympathy or dislike in the reader	*Independently choose to use a range of organisational and cohesive devices to help structure texts	*Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.
*Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.	*Use a range of conjunctions to support cohesion within writing	*Consistently use dialogue sparingly so that it effectively
*Adapt or maintain writing in the 1st and 3rd person.	*Adapt style of writing based on a change to audience and form.	
*Select form of writing and make vocabulary and grammar	*Select own success criteria	

<p>choice based on audience.</p>	<ul style="list-style-type: none"><li>*Explore and manage the shifts between past and present tense appropriately within information texts.</li><li>*Use a range of descriptive techniques to manage changes in mood and atmosphere.</li></ul>	<p>adds detail to the writing and support characterisation</p> <ul style="list-style-type: none"><li>*Consistently use a range of conjunctions to support cohesion</li><li>*Use a range of precise vocabulary</li><li>*Consistently produce legible joined handwriting</li><li>*Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li></ul>
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