

YEAR 4		AUTUMN - Working Within	SPRING - Focussing	SUMMER- Securing
VOCABULARY	Nouns And Adjectives	<ul style="list-style-type: none"> <li>• Use greater range of different types of determiners (e.g. Articles, possessives, quantifiers,) choosing synonyms to avoid repetition <b>e.g. most dogs, many dogs.</b></li> <li>• Use the Standard English form for demonstratives <b>e.g. those dogs</b> not <b>them dogs.</b></li> <li>• Use precise nouns for clarity <b>e.g. the puppy</b> and use synonyms to avoid repetition <b>e.g. monster, creature.</b></li> <li>• Use precise adjectives for clarity <b>e.g. the lilac coat</b>, use synonyms to avoid repetition <b>e.g. rough sea, stormy sea</b></li> <li>• Write expanded noun phrases using adjective and another noun <b>e.g. the scary guard dog, the shiny sports car.</b></li> <li>• Use greater range of comparatives to avoid repetition <b>e.g. largest, greatest</b></li> </ul>	<ul style="list-style-type: none"> <li>• Intensify adjectives by using a greater range of adverbs e.g. extremely scary, really huge.</li> <li>• Write expanded noun phrases for description by adding preposition phrases e.g. the dog with spots, a man in a black hat.</li> </ul>	<ul style="list-style-type: none"> <li>• Write expanded noun phrases using a preposition phrase (modified adjective and noun) <b>e.g. the dog with very sharp teeth.</b></li> <li>• Write expanded noun phrases for specification using a greater range of prepositions <b>e.g. by, inside, outside – the dog by the kennel.</b></li> <li>• Write expanded noun phrases with modifying adjectives/nouns and preposition phrases <b>e.g. the scary guard dog with sharp teeth.</b></li> </ul>
	Verbs And Adverbs	<ul style="list-style-type: none"> <li>• Use Standard English for verbs <b>e.g. we were happy</b> not <b>we was happy; I did</b> not <b>I done</b> including</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise verbs for clarity e.g. yelled and use synonyms to avoid repetition e.g. yelled, shouted.</li> </ul>	

		<p>past progressive verbs <b>e.g. I was running</b> not <b>I were running</b>.</p> <ul style="list-style-type: none"> <li>• Use precise adverbial phrases for place (preposition phrases) using a greater range of prepositions to avoid repetition <b>e.g. under the sea, in the sea, at the bottom of the sea.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of appropriate tenses, with correct subject-verb agreement, in a range of text types: simple present, present progressive, simple past, past progressive, future, imperative, present perfect and past perfect e.g. He had worked for five years before he retired.</li> <li>• Use range of modal verbs to show ability</li> <li>• e.g. can, can't could, couldn't might, might not.</li> <li>• • Use precise adverbs of manner (how) for clarity e.g. he shouted angrily not loudly and use synonyms to avoid repetition e.g. quickly, rapidly, swiftly.</li> </ul>	
	Cohesive Devices	<ul style="list-style-type: none"> <li>• Use a greater range of adverbs <b>e.g. soon</b> and adverbial phrases for time <b>e.g. A long time ago.</b></li> <li>• Use fronted adverbs <b>e.g. Therefore</b> or fronted adverbial phrases at the start of a sentence <b>e.g. Under the tree, the next day, Quickly and quietly.</b></li> <li>• Use a greater range of adverbs <b>e.g. soon</b> and adverbial phrases for time <b>e.g. A long time ago</b></li> <li>• Use fronted adverbs <b>e.g. Therefore</b> or fronted adverbial phrases at the start of a</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns to link sentences e.g. The witch gave the boy an apple. He ate it.</li> <li>• • Use adverbs e.g. also or adverbial phrases for addition e.g. In addition as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs e.g. Therefore or adverbial phrases for cause <b>e.g. As a result.</b></li> <li>• Use adverbs <b>e.g. However</b> or adverbial phrases for opposition <b>e.g. On the other hand.</b></li> <li>• Use adverbs <b>e.g. Actually</b> or adverbial phrases for emphasis <b>e.g. In fact.</b></li> </ul>

			<p>sentence <b>e.g. Under the tree, the next day, Quickly and quietly.</b></p>		
<p>SENTE NCE</p>	<p>Sentence Structure</p>		<ul style="list-style-type: none"> <li>• Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordinating conjunction <b>e.g. and, so. But, or.</b></li> <li>• Start sentence with subordinate clause using previously taught conjunctions e.g. Because I was tired, I went to bed including where the subordinate clause acts as a fronted adverbial <b>e.g. Before I opened my present, I made a wish.</b></li> <li>• Use subordination _ using 'who' in relative clause embedded within the main clause <b>e.g. The man, who wore dark glasses, walked down the road.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination for time using a greater range of conjunctions within the appropriate text e.g. until, till – I was bored until my friend arrived.</li> <li>• Use subordination for cause using a greater range on conjunction e.g. as – I followed John as he knew the way.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination for condition <b>e.g. unless – We will go out unless it rains.</b></li> <li>• Use subordination – using 'that' following verbs for thinking and feeling <b>e.g. I felt that it was wrong. We were sorry that it had ended.</b></li> <li>• Use subordination – using 'which' as relative pronoun for inanimate objects <b>e.g. He caught the bag which was full of sweets.</b></li> <li>• Use sentences with more than two clauses with at least one subordinate clause <b>e.g. His clothes were dirty and his hair was tangled because he lived in the woods. He was tired when he got home because the game finished late.</b></li> </ul>

	Punctuati on	<ul style="list-style-type: none"> <li>● Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.</li> <li>● Use commas after fronted adverbials e.g. <b>After Lunch, Maddie went out to play.</b></li> <li>● Use commas when subordinate clauses come before main clause e.g. <b>Because he was tired, he went to bed</b> including when the subordinate clause acts as a fronted adverbial e.g. <b>After she woke up, she went downstairs</b></li> <li>● Use a comma to replace ‘and’ in sentences with more than two main clauses e.g. <b>He ran down the road, jumped over the wall and fell into the pond.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use apostrophes to show missing letters in a greater range of contractions e.g. <b>we’re, they’re, wouldn’t, shouldn’t.</b></li> <li>● Use apostrophes to mark plural possession e.g. <b>the boys’ father, the girls’ bags</b> including where the noun is already plural e.g. <b>the children’s toys.</b></li> <li>● Use inverted commas (speech marks) and other forms of punctuation to indicate direct speech in dialogue either spoken words e.g. <b>“Can you speak Chinese?” asked Lucy,</b> or the reporting clause e.g. <b>Tom exclaimed “What a great day!”</b></li> </ul>	
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<p>COMP OSITIO N</p>	<p>Writing Process</p>	<ul style="list-style-type: none"> <li>● Read and discuss similarly structured writing to understand and learn from its structure, vocabulary, grammar.</li> <li>● Plan own writing for a given audience and purpose (using models of similarly structures writing/planning and discussion) by organising ideas on a planning frame.</li> <li>● Follow own plan to draft and write each section or paragraph, recording accurately what has been composed.</li> <li>● Edit by suggesting improvement and making changes to grammar and vocabulary to improve consistency e.g. accurate use of pronoun.</li> <li>● Proof read for spelling and punctuation errors.</li> <li>● Read aloud own writing to teacher/group/whole class using appropriate intonation and controlling volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>● Use own plan as a starting point for oral/written composition.</li> <li>● Compose and rehearse sentences, including dialogue, (orally/silently) using the vocabulary and sentence structures that have been taught.</li> <li>● Evaluate own and others' writing for sentence and effectiveness by re-reading to self/peers.</li> </ul>	<ul style="list-style-type: none"> <li>● When discussing writing, recognise and use terminology from previous year groups and Y4: determiner; pronoun, possessive pronoun; adverbial.</li> </ul>
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	Narrative	<ul style="list-style-type: none"> <li>● Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.</li> <li>● Start new paragraphs to signal change in time, setting or speaker and support overall direction of the text.</li> <li>● Include descriptions of settings and characters to advance the action.</li> </ul>	<ul style="list-style-type: none"> <li>● Write narrative with chronological sequences in a greater range of genres e.g. adventure, fantasy.</li> <li>● Write a narrative with clear plots and structures e.g. beginning, build up, problem resolution and ending.</li> <li>● Organise and develop whole narratives with balanced coverage.</li> <li>● Write openings that either use a device to introduce character e.g. description or dialogue or describe a setting.</li> <li>● Write endings that are appropriate to the genre and which make a simple link back to opening.</li> </ul>	<ul style="list-style-type: none"> <li>● Include dialogue (conversation) to advance the action.</li> </ul>
	Non-Fiction	<ul style="list-style-type: none"> <li>● Use appropriate organisation and features of text types to balance the content and suit the purpose and form of the text type e.g. head-lines and sub-headings in a newspaper report.</li> <li>● Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.</li> <li>● Include relevant description of subject matter to inform the reader.</li> </ul>		<ul style="list-style-type: none"> <li>● Write a range of chronological texts in different forms e.g. recounts – newspaper report, recount within a letter; instructions – how to play a game.</li> <li>● Write a range of non-chronological texts in different forms e.g. reports – historical report, geographical report; persuasive texts – advert, leaflet; explanations.</li> <li>● Write opening paragraphs using questions statements and/or commands to engage the reader and to show personal viewpoint.</li> <li>● Write closing statements showing personal viewpoint, including a simple link back to opening.</li> </ul>

