

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Persuade (10 steps) Entertain (5 steps)	Inform (15 steps) Entertain (15 steps)	Inform (15 steps) Persuade (10 steps)	Entertain (15 steps) Entertain (10 steps)	Persuade (15 steps) Inform (15 steps)	Entertain (5 steps) Entertain (15 steps) Entertain (10 steps)
Written Outcomes	Range of genres (whole-school unit)* Graphic novel Persuasive speech Poem (free verse)	Explanation Narrative	Newspaper article/ Recount Travel leaflet	Narrative Poetry (haiku)	Persuasive speech & letters Non-chronological report	Short story Poetry (focus on figurative language)
NC: Composition (planning, drafting, editing and proof reading)	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, character and plot - In non-narrative material, use simple organisational devices (for example headings and subheadings) - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	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) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	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) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	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) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

*Whole-school unit is optional for use at start of academic year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Use of commas after fronted adverbials	Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
NC: Grammar Terminology	pronoun, conjunction, preposition, adverb <u>Review:</u> expanded noun phrase, noun, verb, adjective, inverted commas	pronoun, adverbial, fronted adverbial <u>Review:</u> comma	fronted adverbial <u>Review:</u> present perfect tense, comma	pronoun, possessive pronoun <u>Review:</u> expanded noun phrase	plural possession, adverbial, fronted adverbial <u>Review:</u> comma, present perfect tense, apostrophe	Review terminology from the year
NC: Spelling	Discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)					

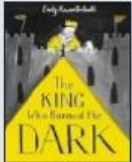
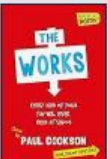
Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	- Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) - Use a new paragraph to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting			Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual - Use of metaphor creates a vivid picture in the reader's mind		
Writing to Inform Language Choices 	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find - Might include quotes from people to provide more information and add interest for the reader					
Writing to Persuade Language Choices 	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) - Use facts to support opinions to make the reader take the writing more seriously (Y3) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) - Use of power of three to make something more memorable for the reader and make them think about it for longer				Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Features	Graphic novel: Blends art and storytelling, using a combination of illustration and text Panels of different shapes and sizes contain the artwork and are defined within frames Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text) Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	Newspaper report: Include a headline that summarises the main point of the article Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people's experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with Recount: Written in simple past tense Events are recounted in the time (chronological) order that they happened Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.	Narrative: See Autumn 2 objectives Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Poetry: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood Narrative: See Autumn 2 objectives

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader	Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader	Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader
Word level including punctuation	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Use of pronouns in place of a noun to avoid repetition and boring the reader Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along	Use of pronouns in place of a noun to avoid repetition and boring the reader Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next	Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice	Use of pronouns in place of a noun to avoid repetition and boring the reader Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along	Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes) Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next Standard English forms for verb inflections to show the difference between speech/ dialect and written English	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Use of pronouns in place of a noun to avoid repetition and boring the reader Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along

YEAR 4													
Autumn					Spring				Summer				
													
Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Newspaper reports	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non- Chronological Report	Poetry: Take one Poet	Narrative	Poetry
			  	 		   			 				
	Persuasive Speech		Explanations	Narrative	Recount		Narrative					Narrative	Poetry
					 								
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				

Core pathway

Alternative pathway