

Year 4

Autumn 1

Year 4 Autumn 1
<p>Milestone LO</p> <p>Transcription</p> <p><i>See separate handwriting and spelling mapping documents.</i></p> <p>Vocabulary, Grammar and Punctuation</p> <p><i>These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.</i></p> <p><u>Expanded Noun Phrases</u></p> <ul style="list-style-type: none">• Use noun phrases expanded by the addition of modifying adjectives and nouns. <p><u>Direct Speech</u></p> <ul style="list-style-type: none">• Use inverted commas and other punctuation to indicate direct speech. <p><u>Cohesive devices: Pronouns and nouns</u></p> <ul style="list-style-type: none">• Understand the grammatical difference between plural and possessive s.• Use possessive pronouns to show ownership. <p><u>Paragraphing</u></p> <ul style="list-style-type: none">• Structure non-fiction writing using a clear introductory and conclusion paragraph. <p>Composition</p> <p><i>These milestones should feature during every writing unit. Children’s use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.</i></p> <p><u>Planning</u></p> <ul style="list-style-type: none">• Plan writing by discussing 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. <p><u>Drafting</u></p> <ul style="list-style-type: none">• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)• In narratives, create settings, characters and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none">• Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.• Propose changes to grammar and vocabulary to improve consistency.• Proofread 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 the meaning is clear. <p><i>Revisit</i></p> <p>New knowledge.</p>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 1

Purpose – ENTERTAIN

Audience: Teacher’s Choice

Viewpoint: 1st Person - Beowulf

Form: Narrative

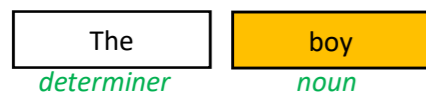
Text/Context Driver: Beowulf (Michael Morpurgo)

Children should know that...

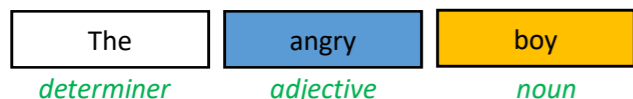
Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

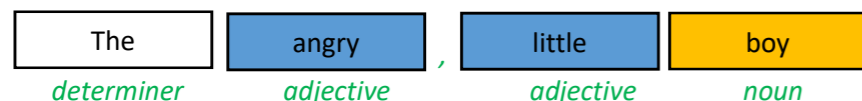
- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3)
- Expanded noun phrases modify a noun (giving the reader more information about it) (Year 3)
- A basic noun phrase adds a determiner to the noun. (Year 3)



- Determiners include: the, a, an, some, these, my etc. (Year 3)
- A basic expanded noun phrase adds one or more adjectives before the noun. (Year 3)



- If there is more than one adjective, each adjective must be separated using a comma. (Year 3)



- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase). (Year 3)
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective. (Year 3)
- Any adjectives within an expanded noun phrase should **not** be synonyms. They should each teach us something new about the noun they are modifying. (Year 3)
- Adjectives used in expanded noun phrases should tell us something interesting and new which the reader could not just work out about the noun. For example, you wouldn’t say the little mouse because most mice are little. Instead the brave mouse tells us something interesting and unique about the mouse. (Year 3)
- Noun phrases can also be expanded by adding modifying nouns.
- One way of adding a modifying noun is to use the word ‘with’. (e.g. the teacher with curly hair).
- Modifying nouns can also be expanded using the adjective rules we have already learned.

Direct Speech

- In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3)
- Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)
- The speech sentence contains the words which are said aloud. (Year 3)
- The speech sentence is always surrounded by inverted commas. (“”)(Year 3)
- The reporting clause describes who is talking and how they are talking. (Year 3)
- The reporting clause is not surrounded by inverted commas. (Year 3)
- When a new character starts talking, writers start a new paragraph. (Year 3)
- When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. (Year 3)
- The speech sentence always needs closing punctuation **inside** the inverted commas.

Children should know how...

Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

- To use expanded noun phrases modified by adjectives and modifying nouns to describe and specify.
- To ensure these are effective by making careful choices of adjectives.

Direct Speech

- To use the full range of punctuation associated with punctuating direct speech accurately when the reporting clause is at the beginning or end of a sentence.

Children should know when...


- Adjectives alone do not provide sufficient detail to concisely convey complex information about a noun, but instead where modifying nouns may be necessary.
- To use specific punctuation marks within the speech sentence.

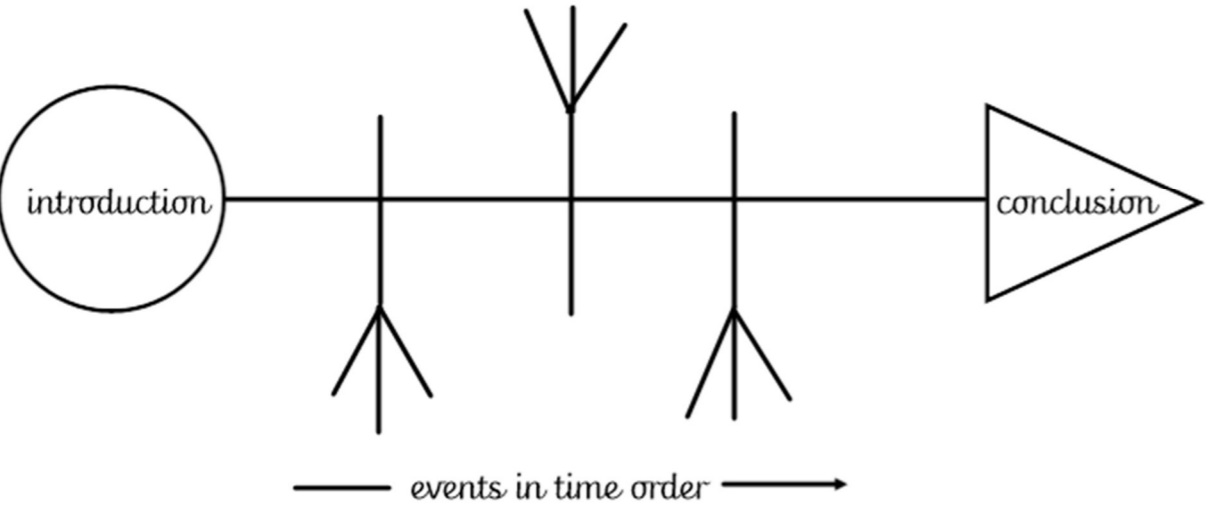
Children should know why...

- Sometimes it is necessary to write more complex expanded noun phrases.
- The rules for using punctuation at the end of a speech sentence (within inverted commas) do not seem to follow our normal rules for sentence writing.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> ○ A speech sentence which is a question needs a '?' ○ A speech sentence which is an exclamation needs a '!' ○ A full stop is used for statements and commands when the speech sentence comes at the end of the sentence. ○ A comma is used when the speech sentence comes before the reporting clause. <p>Composition</p> <ul style="list-style-type: none"> ● Features of a narrative <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives and modifying nouns to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns for clarity and cohesion.</i> ○ <i>May include characters talking to one another to help create plot.</i> ○ <i>Use adverbials to show the connections between events.</i> ● Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> ● Text shape: Boxing Clever 	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> ● To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. ● To plan writing by discussing our ideas and then recording these. ● To use a boxing clever structure to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> ● To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. ● To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> ● To proof-read our writing for our year group's non-negotiables. ● To make changes to the language, grammar and structure of our writing through discussion with the teacher. ● To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	

Vocabulary	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> ● a subject but no verb ● a verb but no subject ● neither a subject nor a verb 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> ● a subject ● a verb 	Expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	noun	A person, place or thing.	adjective	A word which describes a noun.	Modifying noun	An additional noun, often included within a short phrase, which is used within an expanded noun phrase to provide additional information about the noun. This is often introduced with the word 'with' – e.g. 'the strict maths teacher with curly hair
	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	1 st person	When a writer writes from their perspective, using the pronouns I, my, our.	Inverted commas	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2 Purpose – INFORM Audience: Hrothgar Viewpoint: Beowulf Form: Letter (recount) Text/Context Driver: Beowulf (Michael Morpurgo)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesive devices: Pronouns and Nouns</u></p> <ul style="list-style-type: none"> • <i>A noun is a person, place or thing. (Year 3)</i> • <i>A pronoun can replace a noun (e.g. he, she, they). (Year 3)</i> • <i>When we write, we do not want to always refer to nouns in the same way as this makes our writing repetitive. Alternating between pronouns and nouns can help improve our writing. (Year 3)</i> • A possessive pronoun (e.g. his) replaces a possessive noun (e.g. James's). • Possessive pronouns show ownership. <p><u>Paragraphs</u></p> <ul style="list-style-type: none"> • <i>Writers make their writing easier for the reader to understand by organising it in paragraphs. (Year 3)</i> • <i>Paragraphs are groups of related sentences which appear as a 'chunk' on the page. (Year 3)</i> • <i>Paragraph breaks are shown by leaving a line between paragraphs. (Year 3)</i> • <i>In non-fiction writing, we can organise our paragraphs by putting information about the same subject together. For example, in an information text about animals, we may have one paragraph about how the creature looks, one about what it eats and one about where it lives. (Year 3)</i> • <i>In narrative writing, writers may choose to start a new paragraph for a number of different reasons. (Year 3)</i> • <i>In narrative writing, writers start a new paragraph when there is a change in time. (Year 3)</i> • Many pieces of writing start with an introductory paragraph. <ul style="list-style-type: none"> ○ In non-fiction writing, an introduction briefly outlines the key ideas. It may also provide context needed to help the reader understand the text and/or try to hook the reader so they want to read more. ○ Introductions are usually concise and focussed. • Many pieces of writing end with a conclusion paragraph. <ul style="list-style-type: none"> ○ A conclusion is a writer's way of leaving the reader with the most important idea. ○ This could be a summary of what they have learned, a final thought on the idea or a request for something to happen. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesive Devices: Pronouns and Nouns</u></p> <ul style="list-style-type: none"> • To use possessive pronouns to show ownership. • To make intentional choices over whether to use a possessive noun or a possessive pronoun in their writing. <p><u>Paragraphs</u></p> <ul style="list-style-type: none"> • To write an effective introduction paragraph. • To write an effective conclusion paragraph. • To structure their writing with an introduction, body and conclusion. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • To use a possessive pronoun rather than the possessive noun. • To use a clear introduction and conclusion to structure their writing. <p>Children should know why...</p> <ul style="list-style-type: none"> • Many texts have a clear introduction and conclusion. • Varying how we refer to nouns can make our writing more effective.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Composition</p> <ul style="list-style-type: none"> • Features of information writing <ul style="list-style-type: none"> ○ Organised into key sections ○ May have a title and subheadings ○ Use paragraphs to group related information. ○ Use conjunctions to make the links between clauses explicit. ○ Use expanded noun phrases to specify and describe. ○ Use lists, with items separated by commas, to add detail. ○ Often have a clear structure, with an introduction and an effective conclusion. • Features of a recount <ul style="list-style-type: none"> ○ Chronological order. ○ Conjunctions are commonly used to help the reader remember the links between events. ○ Are written in the past tense. ○ Use simple adverbials of time to sequence ○ Does not use a title and subheadings • Features of the specific form (letter) <ul style="list-style-type: none"> ○ Commonly use both first person (to recount what has happened) and second person (to directly address the reader). ○ Begin with a direct greeting for the reader (e.g. Dear...,) ○ End with a sign-off (e.g. From, Yours sincerely). • Recount text shape. <ul style="list-style-type: none"> ○ A fishbones diagram is a useful structure for planning recount texts: <p style="text-align: center;">Recount text shape</p>  <ul style="list-style-type: none"> ○ Time runs from left to right as shown by the arrow. ○ Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line. ○ The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include. 	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan writing by discussing our ideas and then recording these. • To use a recount text shape to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. • To create character, setting and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	

Vocabulary	Noun	A person, place or thing	pronoun	A word which can replace a noun. E.g. it, he.	Possessive pronoun	A pronoun which can replace the possessive version of a noun (e.g. Jamie's → his).
	Paragraph	A section of a larger piece of writing, containing related information. Separated from other paragraphs using a line break.	introduction	A type of paragraph, commonly found at the beginning of a piece of non fiction writing. It briefly outlines the key ideas, provides the context that readers will need to understand the text, and may try to hook in a reader so they want to read more.	conclusion	A type of paragraph, commonly found at the end of a piece of writing. It is the writer's way of leaving the reader with the key idea – this could be by providing a summary of what they have learned, a final thought on the idea or a request for something to happen. This will depend on the purpose for writing.
Enrichment & wider development						

Autumn 2

Year 4 Autumn 2

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Adverbs and Fronted Adverbials

- Express time using adverbs and adverbial phrases.
- Use a comma to punctuate a fronted adverbial.

Using progressively more complex sentence structures

- Express time using conjunctions.
- Vary sentence length for effect.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing 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.

Drafting

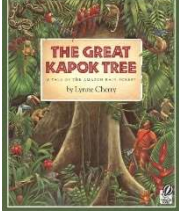
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread 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 the meaning is clear.

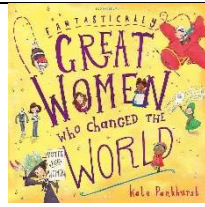
Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Children’s Choice Viewpoint: 3rd Person Form: Narrative with a moral. Text/Context driver: The Great Kapok Tree (Lynne Cherry)</p>		
<p>Children should know that...</p> <p>Vocabulary, Grammar and Punctuation <i>Using progressively more complex sentence structures</i></p> <ul style="list-style-type: none"> When we are writing, we should always aim to use a range of sentence types. Using only long, complex sentences can make writing sound repetitive and hard to understand. This means even short, simple sentences can be used powerfully within complex writing. Interrupting long sentences with a short, choppy sentence interrupts the reader. This can create excitement, fear, suspense and tension. <p>Adverbs and Fronted Adverbials</p> <ul style="list-style-type: none"> <i>An adverb is a word which describes a verb. It describes when, where, why or how something happened.</i> <i>Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)</i> <i>Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)</i> <i>Adverbs can also be placed at the front of the sentence. (Year 3)</i> <i>An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)</i> <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)</i> <i>Adverbs of manner tell us how something happened. (Year 3)</i> <i>These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)</i> An adverbial phrase is a phrase which acts as an adverb. <p>Composition</p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> <i>Have clear characters who remain consistent throughout.</i> <i>Use expanded noun phrases using carefully selected adjectives and modifying nouns to describe settings and characters.</i> <i>Have a clear plot (sequence of related events).</i> <i>Use conjunctions to make the links between events, characters and settings explicit.</i> <i>Remain in the same tense throughout.</i> <i>Make careful choices of pronouns for clarity and cohesion.</i> <i>May include characters talking to one another to help create plot.</i> <i>Use adverbials to show the connections between events.</i> Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> <i>Are told by a narrator who is ‘outside of the action’</i> <i>Have a wide view of settings, characters and events.</i> <i>Are written in the third person.</i> Features of the specific form (narrative with a moral) <ul style="list-style-type: none"> The characters and events are deliberately chosen to change the thoughts and feelings of the reader. The writer is likely to use some devices commonly seen in persuasive writing, such as powerful and emotive imagery and exaggeration. Text shape: Boxing Clever 	<p>Children should know how...</p> <p>Vocabulary, Grammar and Punctuation <i>Using progressively more complex sentence structures</i></p> <ul style="list-style-type: none"> To vary the types of sentences they are using in their writing for effect. To interrupt the flow of reading by using short sentences for effect. <p>Adverbs and Fronted Adverbials</p> <ul style="list-style-type: none"> To use a range of longer adverbial phrases to create time (e.g. one sunny morning, as the sun rose) To punctuate fronted adverbials with a comma. <p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan writing by discussing our ideas and then recording these. To use a boxing clever structure to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> To use longer sentences to provide clear detail and communicate complex ideas. To interrupt their narrative with a short sentence for effect. To use an adverbial phrase to provide a more detailed description of when a verb was performed. <p>Children should know why...</p> <ul style="list-style-type: none"> The best writers carefully and intentionally vary the order and types of sentences they use within their writing. Sometimes a single word adverb will not allow us to communicate our ideas effectively.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Vocabulary	verb	Show an action or state of being.	adverb	A word which describes a verb.	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb
	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb 	Adverbial phrase	A phrase which acts as an adverb within the sentence.	3 rd person	Written from the point of view of a narrator who is outside of the action. Uses pronouns such as he, they, them, it.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2:
Purpose – INFORM
Audience: Year 2
Viewpoint: Their own.
Form: Information Text (Biography)
Text/Context Driver: Great women who changed the world (Kate Pankhurst)

Children should know that...

Vocabulary, Grammar and Punctuation
Use progressively more complex sentence structures: Subordinating conjunctions

- The difference between a main and subordinate clause (Year 3)
- Sentences need capital letters to start them and full stops to end them. (KS1)
- Conjunction is the name for the words which join clauses within sentences. (Year 3)
- We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because they are of equal importance within the sentence. (Year 3)
- We can join a main clause to a subordinate clause using a subordinating conjunction.(Year 3)
- A subordinate clause always starts with the subordinating conjunction. (Year 3)
- When we join a main clause to a subordinate clause, we create a complex sentence. (Year 3)
- When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3)
- When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3)
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
If	The main clause will happen when the subordinate clause is true.	I will be angry if you take my lunch.
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher since I was young. b) I am angry since you took my lunch.
Although	The main clause is surprising because the subordinate clause makes it unlikely.	I love cake although I know it is not good for me.
While	a) The main clause happens during the time the subordinate clause is happening. b) The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.	a) I have wanted to be a teacher since I was young. b) While I understand there is not a lot of time in the evenings, you must do your homework.
As	a) The subordinate clause and main clause happen at the same time. b) The main clause happens because of the subordinate clause.	a) I ate lunch as I sat in the hall. b) I ate lunch as I was hungry.
When	The main clause happens immediately following the subordinate clause.	I ate lunch when I got home.
After	The subordinate clause happens before the main clause.	I ate lunch after I got home.
Before	The subordinate clause happens after the main clause.	I ate lunch before I got home.
Until	The main clause stops happening when the subordinate clause is true.	I was nervous until I actually got onto the stage.

Children should know how...

Vocabulary, Grammar and Punctuation
Use progressively more complex sentence structures: Subordinating Conjunctions.

- To use a range of subordinating conjunctions, including while, as and until) to create time.
- To place the subordinate clause at the start or end of a sentence.
- To use a comma accurately when the subordinate clause comes at the start of the sentence.

Children should know when...

- Each of the subordinating conjunctions they have learned are most appropriate to help them communicate their ideas effectively.

Children should know why...

- Time conjunctions (e.g. while, until, before and after) are so important within recount writing (including biographies as a formal example of a recount)

Substantive Knowledge			Disciplinary Knowledge		Conditional Knowledge
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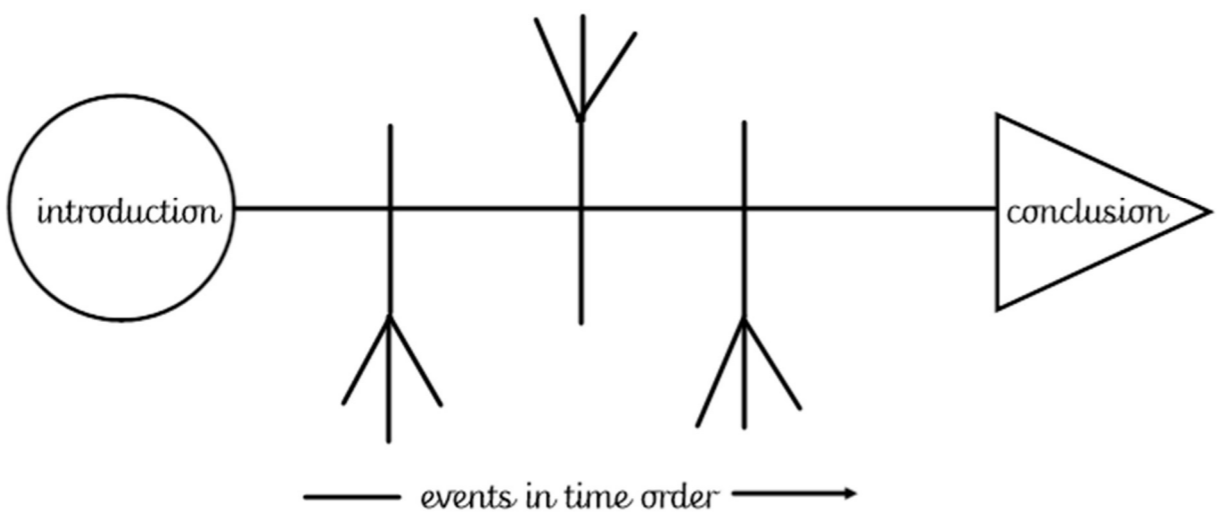
<i>Because</i>	<i>The main clause happens as a result of the subordinate clause.</i>	<i>I ate lunch because I was hungry.</i>
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*conjunctions shown in grey are not to be introduced yet.
 *conjunctions shown within the bold box are the focus for this learning journey.

Composition

- Features of information writing
 - Organised into key sections
 - May have a title and subheadings
 - Use paragraphs to group related information.
 - Use conjunctions to make the links between clauses explicit.
 - Use expanded noun phrases to specify and describe.
 - Use lists, with items separated by commas, to add detail.
 - Often have a clear structure, with an introduction and an effective conclusion.
- Features of a recount
 - Chronological order.
 - Conjunctions are commonly used to help the reader remember the links between events.
 - Are written in the past tense.
 - Use simple adverbials of time to sequence
 - Does not use a title and subheadings
- Features of the specific form (biography)
 - Commonly uses third person, as it is describing the life of another person. (The only time this is not the case is with an autobiography, where someone recounts their own life).
 - Commonly feel more formal in tone, using technical language and a higher number of more complex sentences to communicate ideas concisely.
- Recount text shape.
 - A fishbones diagram is a useful structure for planning recount texts:

Recount text shape



- Time runs from left to right as shown by the arrow.
- Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line.
- The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include.

Composition

Planning

- To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To plan writing by discussing our ideas and then recording these.
- To use a recount text shape to plan our writing.

Drafting

- To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal.
- To create character, setting and plot.

Editing and Evaluating

- To proof-read our writing for our year group's non-negotiables.
- To make changes to the language, grammar and structure of our writing through discussion with the teacher.
- To identify two things we link about someone else's writing, explaining the effect their words have on the reader.

Vocabulary	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb 	main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.
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Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
		<ul style="list-style-type: none"> neither a subject nor a verb 				
	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Subordinating conjunction	A conjunction (word that joins two clauses) that joins a main and subordinate clause.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.
Enrichment & wider development						

Spring 1

Year 4 Spring 1

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Expanded Noun Phrases

- Use noun phrases modified by the addition of modifying adjectives, nouns and prepositional phrases.

Paragraphing

- Use paragraphs to organise ideas around a theme.

Using a progressively wider range of sentence structures.

- Express cause using conjunctions

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing 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.

Drafting

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread 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 the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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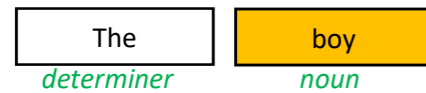
Learning Journey 1:
Purpose – ENTERTAIN
Audience: Teacher’s Choice
Viewpoint: 3rd Person
Form: Narrative
Text/context driver: I talk like a river (Jordan Scott) or Leaf (Sandra Dieckmann)

Children should know that...

Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

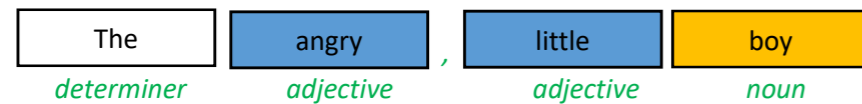
- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3)
- Expanded noun phrases modify a noun (giving the reader more information about it) (Year 3)
- A basic noun phrase adds a determiner to the noun. (Year 3)



- Determiners include: the, a, an, some, these, my etc. (Year 3)
- A basic expanded noun phrase adds one or more adjectives before the noun. (Year 3)



- If there is more than one adjective, each adjective must be separated using a comma. (Year 3)



- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase). (Year 3)
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective. (Year 3)
- Any adjectives within an expanded noun phrase should **not** be synonyms. They should each teach us something new about the noun they are modifying. (Year 3)
- Adjectives used in expanded noun phrases should tell us something interesting and new which the reader could not just work out about the noun. For example, you wouldn't say the little mouse because most mice are little. Instead the brave mouse tells us something interesting and unique about the mouse. (Year 3)
- Noun phrases can also be expanded by adding modifying nouns. (Year 4 Autumn 1)
- One way of adding a modifying noun is to use the word 'with'. (e.g. the teacher with curly hair). (Year 4 Autumn 1)
- Modifying nouns can also be expanded using the adjective rules we have already learned. (Year 4 Autumn 1)
- Noun phrases can also be expanded by adding modifying prepositional phrases. (e.g. the stool **in the corner**).
- The nouns within modifying prepositional phrases can also be expanded using the adjective rules we have already learned.

Paragraphing

Children should know how...

Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

- To use noun phrases modified by prepositional phrases to specify and describe.

Children should know when...

- To use each of the different types of expanded noun phrases they have learned to describe (simple, modified by modifying nouns, modified by prepositional phrases) based on their purposes.
- To start a new paragraph.

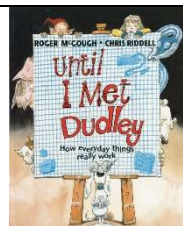
Children should know why...

- We need a wide range of different ways of modifying nouns to help our readers visualise nouns with complex characteristics.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> Writers make their writing easier for the reader to understand by organising it in paragraphs. (Year 3) Paragraphs are groups of related sentences which appear as a ‘chunk’ on the page. (Year 3) Paragraph breaks are shown by leaving a line between paragraphs. (Year 3) In non-fiction writing, we can organise our paragraphs by putting information about the same subject together. For example, in an information text about animals, we may have one paragraph about how the creature looks, one about what it eats and one about where it lives. (Year 3) In narrative writing, writers may choose to start a new paragraph for a number of different reasons. (Year 3) In narrative writing, writers start a new paragraph when there is a change in time. (Year 3) Many pieces of writing start with an introductory paragraph. (Year 4 Autumn 1) <ul style="list-style-type: none"> In non-fiction writing, an introduction briefly outlines the key ideas. It may also provide context needed to help the reader understand the text and/or try to hook the reader so they want to read more. Introductions are usually concise and focussed. Many pieces of writing end with a conclusion paragraph. (Year 4 Autumn 2) <ul style="list-style-type: none"> A conclusion is a writer’s way of leaving the reader with the most important idea. This could be a summary of what they have learned, a final thought on the idea or a request for something to happen. In narrative writing, writers start a new paragraph when the place changes. <p>Composition</p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> Have clear characters who remain consistent throughout. Use expanded noun phrases using carefully selected adjectives and modifying nouns to describe settings and characters. Have a clear plot (sequence of related events). Use conjunctions to make the links between events, characters and settings explicit. Remain in the same tense throughout. Make careful choices of pronouns for clarity and cohesion. May include characters talking to one another to help create plot. Use adverbials to show the connections between events. Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> Are told by a narrator who is ‘outside of the action’ Have a wide view of settings, characters and events. Are written in the third person. Text shape: Boxing Clever 	<p><u>Paragraphing</u></p> <ul style="list-style-type: none"> To change paragraph when the place changes. <p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan writing by discussing our ideas and then recording these. To use a boxing clever structure to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. To create setting, character and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	

Vocabulary	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> a subject a verb 	noun	A person, place or thing.
	adjective	A word which describes a noun.	Expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.	Modifying noun	An additional noun, often included within a short phrase, which is used within an expanded noun phrase to provide additional information about the noun. This is often introduced with the word ‘with’ – e.g. ‘the strict maths teacher with curly hair
	preposition	A word which describes the relationships between a noun and another word in the sentence.	Prepositional phrase	A phrase which begins with a preposition and ends with a noun (e.g. on the table). This can be used to create more complex expanded noun phrases.	paragraph	A section of a larger piece of writing, containing related information. Separated from other paragraphs using a line break.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2:
Purpose – INFORM
Audience: Year R
Viewpoint: Their own (Dudley style!)
Form: Explanation
Text/context driver: Until I Met Dudley (Roger McGough)

Children should know that...

Vocabulary, Grammar and Punctuation

Using progressively more complex sentence structures: Subordinating Conjunctions.

- *The difference between a main and subordinate clause (Year 3)*
- *Sentences need capital letters to start them and full stops to end them. (KS1)*
- *Conjunction is the name for the words which join clauses within sentences. (Year 3)*
- *We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because they are of equal importance within the sentence. (Year 3)*
- *We can join a main clause to a subordinate clause using a subordinating conjunction.(Year 3)*
- *A subordinate clause always starts with the subordinating conjunction. (Year 3)*
- *When we join a main clause to a subordinate clause, we create a complex sentence. (Year 3)*
- *When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3)*
- *When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3)*
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
If	<i>The main clause will happen when the subordinate clause is true.</i>	<i>I will be angry if you take my lunch.</i>
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher since I was young. b) I am angry since you took my lunch.
Although	<i>The main clause is surprising because the subordinate clause makes it unlikely.</i>	<i>I love cake although I know it is not good for me.</i>
While	a) <i>The main clause happens during the time the subordinate clause is happening.</i> b) <i>The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.</i>	a) <i>I have wanted to be a teacher since I was young.</i> b) <i>While I understand there is not a lot of time in the evenings, you must do your homework.</i>
As	a) <i>The subordinate clause and main clause happen at the same time.</i> b) <i>The main clause happens because of the subordinate clause.</i>	a) <i>I ate lunch as I sat in the hall.</i> b) <i>I ate lunch as I was hungry.</i>
When	<i>The main clause happens immediately following the subordinate clause.</i>	<i>I ate lunch when I got home.</i>
After	<i>The subordinate clause happens before the main clause.</i>	<i>I ate lunch after I got home.</i>
Before	<i>The subordinate clause happens after the main clause.</i>	<i>I ate lunch before I got home.</i>
Until	<i>The main clause stops happening when the subordinate clause is true.</i>	<i>I was nervous until I actually got onto the stage.</i>
Because	<i>The main clause happens as a result of the subordinate clause.</i>	<i>I ate lunch because I was hungry.</i>

Children should know that...

Vocabulary, Grammar and Punctuation

Using progressively more complex sentence structures: subordinating conjunctions

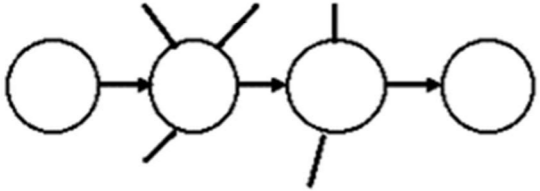
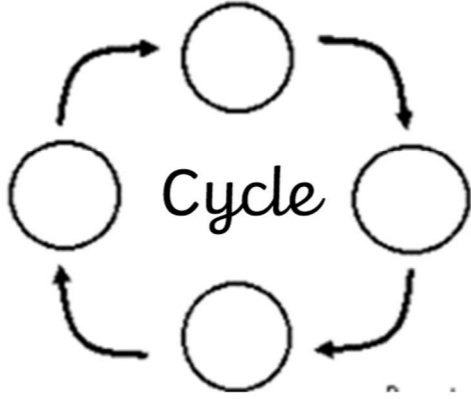
- To use a range of subordinating conjunctions, including since, to show causality.
- To place the subordinate clause at the start or end of a sentence.
- To use a comma accurately when the subordinate clause comes at the start of the sentence.

Children should know when...

- To use the subordinating conjunction since to show both time and cause.
- To select a specific conjunction based on the tone of the writing.

Children should know why...

- Some subordinating conjunctions are not seen so commonly within their daily reading and writing (e.g. since)

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>*conjunctions shown in grey are not to be introduced yet. *conjunctions shown within the bold box are the focus for this learning journey.</p> <p>Composition</p> <ul style="list-style-type: none"> Features of explanation writing. Explanation writing is a complex subset of the purpose: inform, therefore many of the features are shared. <ul style="list-style-type: none"> Organised into key sections May have a title and subheadings Use paragraphs to group related information. Use conjunctions to make the links between clauses explicit. Use expanded noun phrases to specify and describe. Use lists, with items separated by commas, to add detail. Often have a clear structure, with an introduction and an effective conclusion. Explanation text shapes. <ul style="list-style-type: none"> Process and cycle diagrams are useful for planning explanation writing, depending on the process you are trying to explain. Process structures are similar in many ways to procedural text shapes as they show a chronological relationship between steps. Cycle structures are useful when the end state begins a new cycle. <p style="text-align: center;">Explanation text shapes</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Process</p>  </div> <div style="text-align: center;"> <p>Cycle</p>  </div> </div>	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan writing by discussing our ideas and then recording these. To use an appropriate explanation text shape to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	

Vocabulary	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> a subject a verb 	main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.
	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Subordinating conjunction	A conjunction (word that joins two clauses) that joins a main and subordinate clause.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.
Enrichment & wider development						

Spring 2

Year 4 Spring 2

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Figurative Language

- Use rule of 3 for effect.

Direct Speech (revisit)

- Use inverted commas and other punctuation to indicate direct speech.

Adverbs and Fronted Adverbials

- Express place using adverbs/adverbials.
- Use and correctly punctuate fronted adverbials.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing 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.

Drafting

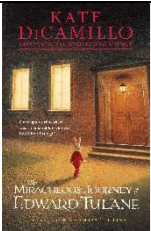
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread 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 the meaning is clear.

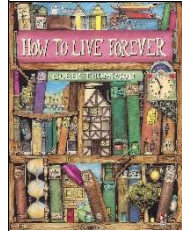
Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: 1st Person Form: Narrative Text/Context driver: The Miraculous Journey of Edward Tulane (Kate DiCamillo)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. The rule of 3 is an unofficial ‘rule’ in English, which suggests things are most effective when they come in threes because they are manageable for the reader and they are memorable. For example... <ul style="list-style-type: none"> This can apply to characters and other story structures (e.g. the three little pigs, goldilocks and the three bears) This can apply to adjectives in a list. This can apply to short sentences used for effect. <p><u>Direct Speech</u></p> <ul style="list-style-type: none"> <i>In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i> <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i> <i>The speech sentence contains the words which are said aloud. (Year 3)</i> <i>The speech sentence is always surrounded by inverted commas. (‘’)(Year 3)</i> <i>The reporting clause describes who is talking and how they are talking. (Year 3)</i> <i>The reporting clause is not surrounded by inverted commas. (Year 3)</i> <i>When a new character starts talking, writers start a new paragraph. (Year 3)</i> <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. (Year 3)</i> <i>The speech sentence always needs closing punctuation inside the inverted commas. (Year 4)</i> <ul style="list-style-type: none"> <i>A speech sentence which is a question needs a ‘?’</i> <i>A speech sentence which is an exclamation needs a ‘!’</i> <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i> <i>A comma is used when the speech sentence comes before the reporting clause.</i> <p><u>Composition</u></p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> <i>Have clear characters who remain consistent throughout.</i> <i>Use expanded noun phrases using carefully selected adjectives and modifying nouns to describe settings and characters.</i> <i>Have a clear plot (sequence of related events).</i> <i>Use conjunctions to make the links between events, characters and settings explicit.</i> <i>Remain in the same tense throughout.</i> <i>Make careful choices of pronouns for clarity and cohesion.</i> <i>May include characters talking to one another to help create plot.</i> <i>Use adverbials to show the connections between events.</i> Features of the specific form (1st person narrative) <ul style="list-style-type: none"> <i>Are told from the point of view of a specific character (narrator)</i> <i>Describe the events from their point of view – so can be quite emotional.</i> <i>Focus on the settings and characters that the narrator can see.</i> <i>Are written in the first person.</i> Text shape: Boxing Clever 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> To use the rule of 3 within their writing to make it more effective. To identify where writers have used the power of 3 and why they may have done this. <p><u>Direct Speech</u></p> <ul style="list-style-type: none"> To use and correctly punctuate direct speech where the speech sentence comes at the beginning or end of the sentence. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan writing by discussing our ideas and then recording these. To use a boxing clever structure to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. To create setting, character and plot. 	<p>Children should know when...</p> <ul style="list-style-type: none"> To utilise the rule of three within their writing for dramatic effect. To incorporate speech to help tell their story. <p>Children should know why...</p> <ul style="list-style-type: none"> Three is a powerful number in the English language. Repetitive structures can be very powerful.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
			<i>Editing and Evaluating</i> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 			
Vocabulary	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	Speech sentence	The words said by the character.
	Reporting clause	The clause which describes the character who is speaking (e.g. he said).	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2:
Purpose – PERSUADE
Audience: Teacher’s Choice
Viewpoint: Teacher’s Choice
Form: Advert
Text/Context Driver: How to Live Forever (Colin Thompson)

Children should know that...

Vocabulary, Grammar and Punctuation
Adverbs and Fronted Adverbials

- An adverb is a word which describes a verb. It describes when, where, why or how something happened.
- Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)
- Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)
- Adverbs can also be placed at the front of the sentence. (Year 3)
- An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)
- Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)
- Adverbs of manner tell us how something happened. (Year 3)
- These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)
- An adverbial phrase is a phrase which acts as an adverb. (Year 4)
- Adverbs/adverbials of place tell us where something happened.

Composition

- Features of persuasive writing
 - Use 2nd person and direct address to help ensure the reader is fully invested in the writing.
 - Use carefully planned repetition to draw a reader’s attention to key points.
 - Use facts and statistics to reinforce and argument.
 - Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.
 - Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.
 - Use imperative verbs to help make the reader’s next actions clear to them.
- Persuasion text shape.

Persuasion text shape

Learning Journey 2: Purpose – PERSUADE
 Children should know how...

Vocabulary, Grammar and Punctuation
Adverbs and Fronted Adverbials

- To express place using adverbs/adverbial phrases.
- To punctuate fronted adverbials accurately with a comma.

Composition

Planning

- To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To plan writing by discussing our ideas and then recording these.
- To use a persuasion text shape to plan our writing.

Drafting

- To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal.
- To create setting, character and plot.

Editing and Evaluating

- To proof-read our writing for our year group’s non-negotiables.
- To make changes to the language, grammar and structure of our writing through discussion with the teacher.
- To identify two things we link about someone else’s writing, explaining the effect their words have on the reader.

Children should know when...

- Using adverbials of place can help to make a reader’s mental map of a situation more vivid.
- To use a range of persuasive devices within their writing.

Children should know why...

- We cannot always trust persuasive writing.
- Details and evidence are an important feature of persuasive writing.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<ul style="list-style-type: none"> ○ Key points/arguments are jotted inside the bubbles. ○ Each spoke is used to identify a piece of evidence in support of that main point/argument. ○ Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written). 						
Vocabulary	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb 	adverb	A word which describes a verb.	Verb	Show an action or state of being.
	Adverbial phrase	A phrase which acts as an adverb within the sentence.	Adverbial of place	An adverbial phrase which describes where a verb was performed.	2 nd person	Used to show the writer is talking directly to the reader. Uses the pronoun 'you', 'your'.
Enrichment & wider development						

Summer 1

Year 4 Summer 1

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Figurative Language

- Use onomatopoeia and similes for effect.

Cohesive Devices: Determiners, Nouns and Pronouns

- Make appropriate choices of pronouns, nouns and determiners within sentences for clarity and cohesion.

Tenses

- Use the present perfect form of verbs in contrast to the past tense.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing 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.

Drafting


- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread 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 the meaning is clear.

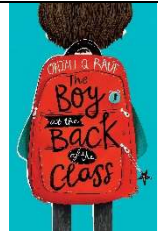
Revisit

New knowledge.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge		
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice Form: Rhyming poem (describing late spring/early summer) Text: Autumn Gilt (Valerie Bloom) - teachers are likely to want to contrast this poem against others to support their teaching of the key figurative language skills in this unit.</p>								
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. (Year 4 Spring 2) The rule of 3 is an unofficial ‘rule’ in English, which suggests things are most effective when they come in threes because they are manageable for the reader and they are memorable. For example... (Year 4 Spring 2) <ul style="list-style-type: none"> This can apply to characters and other story structures (e.g. the three little pigs, goldilocks and the three bears) This can apply to adjectives in a list. This can apply to short sentences used for effect. Onomatopoeia is a word which sounds like what it means. <ul style="list-style-type: none"> Bring stories and poems to life for the reader. Can add humour, because onomatopoeic words often sound strange, silly and fun to say. Similes are a way of comparing two things to help describe by saying things are similar to one another. <ul style="list-style-type: none"> Similes use the words like or as to do this. A simile can help the reader to visualise something clearly without needing to use a lot of adjectives. Similes can also be used to elicit powerful emotions, as the writer can choose to make the reader think of something which is associated with strong emotions or memories in the reader. <p><u>Composition</u></p> <ul style="list-style-type: none"> Features of rhyming poems <ul style="list-style-type: none"> Rhyming poems are written in such a way that their lines have a regular sound pattern, which makes them feel musical. The most common type of rhyming poem is an end-rhyme, where the sounds at the end of the line are the same. The rhyme scheme of poems can be defined using letters (the same letter indicates lines which rhyme). For example, in an AABCC pattern, line 1 and 2 rhyme; line 3 and 4 rhyme; line 5 and 6 rhyme; and so on. Some rhyme schemes will include some groups of lines which rhyme and some groups of lines which do not rhyme. For example, in an ABCB rhyme scheme, the 2nd and 4th line rhyme, but the 1st and 3rd do not. Features of the specific poem which children will want to imitate and explore in their own poetry <ul style="list-style-type: none"> ABCB rhyme scheme. Use of metaphorical language (although not all explicitly simile/metaphor/personification) is a strong thread throughout this poem. Powerful choices of colour vocabulary in description. 			<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> To recognise where writers have used onomatopoeia and similes and comment on their impact on the reader. To use onomatopoeia for effect. To use similes for effect. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). To create setting, character and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 			<p>Children should know when...</p> <ul style="list-style-type: none"> Using figurative language may help to communicate an idea more effectively than describing it explicitly. Words rhyme. <p>Children should know why...</p> <ul style="list-style-type: none"> Rhyming words are often chosen by poets, especially when they are trying to describe the beauty of nature. Poetry relies more heavily on figurative language than other forms of writing. 		
Vocabulary	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	onomatopoeia	A word that sounds like its meaning.		

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	simile	A way of comparing two things to one another using the words like or as.	Rhyme scheme	A formal way of describing the rhyming patterns within poems using letters to represent rhyming couplets. The same letter indicates words which rhyme.		

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2
Purpose – INFORM
Audience: Teacher’s Choice
Viewpoint: Children’s Choice
Form: Diary (recount)
Text/Context driver: The Boy at the Back of the Class (Onjali Rauf)

Children should know that...

Vocabulary, Grammar and Punctuation

Cohesive Devices: Determiners, Nouns and Pronouns

- A noun is a person, place or thing. (Year 3)
- A pronoun can replace a noun (e.g. he, she, they). (Year 3)
- When we write, we do not want to always refer to nouns in the same way as this makes our writing repetitive. Alternating between pronouns and nouns can help improve our writing. (Year 3)
- A possessive pronoun replaces a possessive noun (e.g. James’s). (Year 4 Autumn 1)
- Possessive pronouns show ownership. (Year 4 Autumn 1)
- Determiners can help to show how many or how specific the noun being described is.

- When we write, we need to ensure that it is clear to the reader who or what noun the pronoun is describing. If it is not, we need to replace a pronoun with a noun to ensure clarity and cohesion.

Tenses

- Our verbs have tenses. (Year 3)
- Tense means whether the action our verb is describing is (Year 3)
 - Happened in the past: past tense
 - Is happening now: present tense
 - Will happen in the future: future tense.
- When we write, we usually stay to a single tense and make sure all of our verbs are in that tense. (Year 3)
- The present perfect tense is useful for talking about events in the past which are still relevant today
 - Sometimes, it shows that an action started in the past and continues in the present

Children should know how...

Vocabulary, Grammar and Punctuation

Cohesive Devices: Determiners, Nouns and Pronouns

- To make appropriate choices of pronouns, nouns and determiners within sentences for clarity and cohesion.

Tenses

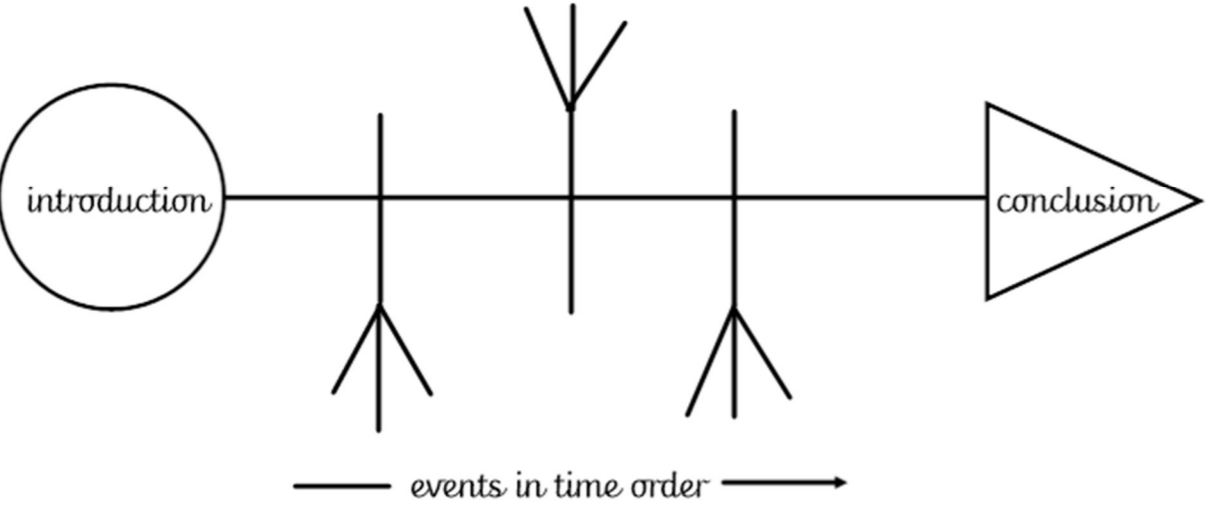
- To identify where writers are using the present perfect form of verbs and comment on the impact of this.
- To use the present perfect form of verbs in contrast to the past tense.

Children should know when...

- A specific pronoun or determiner and noun should be used.
- The determiner selected changes our understanding of a noun.
- An author is using present perfect.

Children should know why...

- Different determiners affect our understanding of a noun.
- Authors may choose to use present perfect to communicate an idea.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge				
<ul style="list-style-type: none"> ○ Sometimes, it is used when we are taking about our experiences up to the present day. ○ Sometimes it uses the adverb <u>ever</u> to show that an event is extreme/memorable. (This was the best day out I <i>have ever had.</i>) ○ Sometimes, it uses the adverb <u>never</u> to show something has not ever happened (E.g. I <i>have never met</i> her) ○ Sometimes, it shows that an event in the past is still important today (e.g. I can not get in the house because I <i>have lost</i> my keys). ● The present perfect uses the present tense verb <i>have/has</i> and the past participle of a verb (e.g. <i>have walked; has eaten</i>) ● The present perfect tense is often combined with adverbials of time and manner. <p>Composition</p> <ul style="list-style-type: none"> ● Features of information writing <ul style="list-style-type: none"> ○ <i>Organised into key sections</i> ○ <i>May have a title and subheadings</i> ○ <i>Use paragraphs to group related information.</i> ○ <i>Use conjunctions to make the links between clauses explicit.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Use lists, with items separated by commas, to add detail.</i> ○ <i>Often have a clear structure, with an introduction and an effective conclusion.</i> ● Features of a recount <ul style="list-style-type: none"> ○ <i>Chronological order.</i> ○ <i>Conjunctions are commonly used to help the reader remember the links between events.</i> ○ <i>Are written in the past tense.</i> ○ <i>Use simple adverbials of time to sequence</i> ○ <i>Does not use a title and subheadings</i> ● Features of the specific form (diary) <ul style="list-style-type: none"> ○ <i>Are written in the first person</i> ○ <i>Begin with a greeting for the diary (e.g. Dear Diary,) and the date.</i> ○ <i>Contain lots of emotive language as the reader focusses on the things which were most impactful for them.</i> ● Recount text shape. <ul style="list-style-type: none"> ○ <i>A fishbones diagram is a useful structure for planning recount texts:</i> <div style="text-align: center;"> <h3>Recount text shape</h3>  </div> <ul style="list-style-type: none"> ○ <i>Time runs from left to right as shown by the arrow.</i> ○ <i>Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line.</i> ○ <i>The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include.</i> 	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> ● To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. ● To plan writing by discussing our ideas and then recording these. ● To use a recount text shape to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> ● To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. ● To create character, setting and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> ● To proof-read our writing for our year group's non-negotiables. ● To make changes to the language, grammar and structure of our writing through discussion with the teacher. ● To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 					
Vocabulary	determiner	A modifying word which specifies how many or which noun is being described. This is placed before the noun.	article	A form of determiner used to show whether we are talking about a specific noun (the – definite	Indefinite article	An article which shows we are taking about a noun in general and do not know the exact identity (a/an)

Substantive Knowledge				Disciplinary Knowledge		Conditional Knowledge
				article) or whether we are talking about that noun in general and do not know the exact identity (a/an – indefinite article).		
	Definite article	An article which shoes we are taking about a specific noun which we know the identity of (the)	Possessive pronoun	A form of determiner which tells us that the noun belongs to someone.	demonstratives	A form of determiner which tells us that we are referring to a specific example/group of nouns which both the writer and the reader know.
	numerals	A form of determiner which specifies how many of a noun we have (the cardinal quantity) – e.g. three.	ordinals	A form of determiner which tells us which in a group of nouns we are referring to (ordinal numbers) – e.g. third.	quantifiers	A form of determiner which indicates how many of a noun we have, but which is less exact than a numeral reference.
Enrichment & wider development						

Summer 2

Year 4 Summer 2

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Adverbs and Fronted Adverbials

- Express cause using adverbs.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing 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.

Drafting

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.


Editing and Evaluating


- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread 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 the meaning is clear.

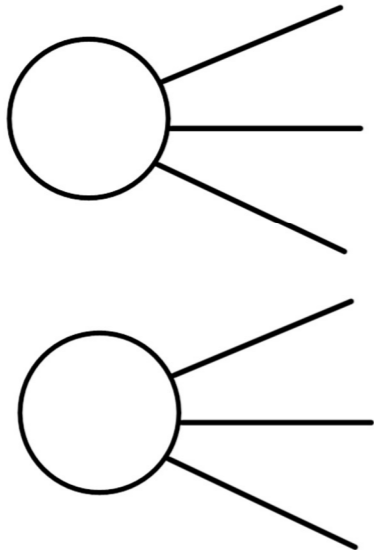
Revisit

New knowledge.

As this is the end of a phase, Summer 2 has been designed to contain less new knowledge for children to learn. The intention of this is that individual teachers and year teams are empowered to use their AfL of the children in their class to identify the knowledge from within the phase's objectives which needs to be revisited to ensure that it has been fully consolidated and that pupils are ready to access the next phase.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – Entertain Audience: Teacher’s Choice Viewpoint: Teacher’s Choice Form: Narrative - Comedy Text: Extracts from A Midsummer Night’s Dream (William Shakespeare)/ A Midsummer Night’s Dream: A Shakespeare Story (Andrew Matthews)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <i>To be identified from teachers’ AfL</i></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of a narrative <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives and modifying nouns to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns for clarity and cohesion.</i> ○ <i>May include characters talking to one another to help create plot.</i> ○ <i>Use adverbials to show the connections between events.</i> • Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> ○ <i>Are told by a narrator who is ‘outside of the action’</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> • Text shape: Boxing Clever 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <i>To be identified from teachers’ AfL</i></p> <p><u>Composition</u></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan writing by discussing our ideas and then recording these. • To use a boxing clever structure to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. • To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	<p>Children should know when... <i>To be identified from teachers’ AfL</i></p> <p>Children should know why... <i>To be identified from teachers’ AfL</i></p>
Vocabulary	This will depend upon the specific objectives teachers choose to revisit with their children.	

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose – PERSUADE Audience: The Tear Thief Viewpoint: The little girl with the stolen tear Form: Letter (Persuasive) Text/Context Driver: The Tear Thief (Carol Ann Duffy)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Adverbs and Fronted Adverbials</u></p> <ul style="list-style-type: none"> • <i>An adverb is a word which describes a verb. It describes when, where, why or how something happened.</i> • <i>Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3)</i> • <i>Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3)</i> • <i>Adverbs can also be placed at the front of the sentence. (Year 3)</i> • <i>An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)</i> • <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)</i> • <i>Adverbs of manner tell us how something happened. (Year 3)</i> • <i>These can be formed by adding -ly to an adjective. (e.g. happily) Many -ed words can also be used as adverbs of manner (e.g. exhausted). (Year 3)</i> • <i>An adverbial phrase is a phrase which acts as an adverb. (Year 4)</i> • <i>Adverbs/adverbials of place tell us where something happened. (Year 4)</i> • <i>Adverbs/adverbials of cause tell us why something happened.</i> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of persuasive writing <ul style="list-style-type: none"> ○ <i>Use 2nd person and direct address to help ensure the reader is fully invested in the writing.</i> ○ <i>Use carefully planned repetition to draw a reader's attention to key points.</i> ○ <i>Use facts and statistics to reinforce an argument.</i> ○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i> ○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer's point of view.</i> ○ <i>Use imperative verbs to help make the reader's next actions clear to them.</i> • Persuasion text shape. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Adverbs and Fronted Adverbials</u></p> <ul style="list-style-type: none"> • To use adverbs/adverbial phrases to show cause. • To punctuate fronted adverbials accurately using a comma. <p><u>Composition</u></p> <p><i>Planning</i></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan writing by discussing our ideas and then recording these. • To use a persuasion text shape to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, developing and improving these sentences through oral rehearsal. • To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • To use adverbials of cause to strengthen an argument. <p>Children should know why...</p> <ul style="list-style-type: none"> • Showing causality can powerfully support an argument.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<p>Persuasion text shape</p>  <ul style="list-style-type: none"> ○ Key points/arguments are jotted inside the bubbles. ○ Each spoke is used to identify a piece of evidence in support of that main point/argument. ○ Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written). 						
Vocabulary	Verb	Show an action or state of being.	Adverb	A word which describes a verb.	Phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb
	Adverbial	A phrase which acts as an adverb within the sentence.	adverbial of place	An adverbial phrase which describes where a verb was performed.	Adverbial of time	An adverbial phrase which describes when a verb was performed.
	Adverbial of manner	An adverbial phrase which describes how a verb was performed.	Adverbial of cause	An adverbial phrase which describes why a verb was performed.		
Enrichment & wider development						