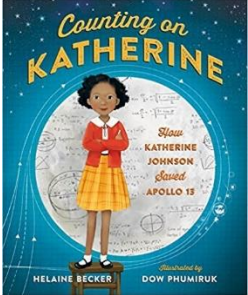
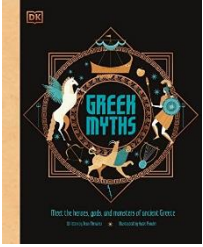

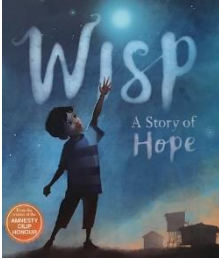
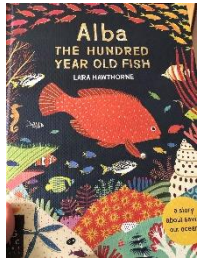
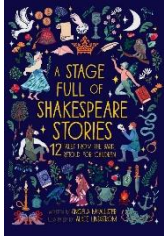


Year 4		Writing objectives are divided into ongoing objectives (objectives which will be taught throughout Year 3), and mastery objectives (objectives which will be specifically taught and mastered in one half term, then applied in subsequent writing units).					
Year 4 Mastery Writing Objectives							
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English Text	 Counting on Katherine by Helaine Becker Outcome: Non-Fiction	 Greek Myths by Jean Menzies Outcome: Fiction	 Our Tower by Joseph Coelho Outcome: Recount	 Wisp: A Story of Hope by Zana Fraillon and Grahame Baker-Smith Outcome: Fiction	 Alba the Hundred Year Old Fish by Lara Hawthorne Outcome: Non-fiction	 Shakespeare: Julius Caesar by Angela McAllister Outcome: Fiction	
Outcomes & Genre	Outcome: Non-Fiction Write a fact file	Outcome: Fiction Make a mini book of their own adventure	Outcome: Recount Write a recount adventure as a journal	Outcome: Fiction Write a narrative from the character's point of view.	Outcome: Non-fiction Write an Information Board.	Outcome: Fiction Write a playscript for a part of a story.	
Mastery Key Progression	Grammar Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Use paragraphs to organise information and ideas around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbials Recap: Use inverted commas for direct speech Composition To organise and sequence more extended narrative structures	Grammar Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Indicate possession by using the possessive apostrophe with plural nouns Recognise the difference between plural and possessive 's' Composition Build a varied and rich vocabulary	Grammar Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Use and punctuate direct speech (using dialogue to show the relationship between characters)	Grammar Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Grammar Recognise the grammatical difference between plural and possessive 's' Indicate possession by using the possessive apostrophe with plural nouns Organise paragraphs around a theme Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Composition Build a varied and rich vocabulary	Grammar Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if because, although) Organise paragraphs around a theme Use present and past tenses correctly and consistently, including the progressive form and the present perfect form Composition Build a varied and rich vocabulary	
Year Group Progression of Skills							
Grammar (word)	Recognise the grammatical difference between plural and possessive –s						Statement Exclamati

	Use 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]
Grammar (sentence)	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Grammar (paragraphs)	Use paragraphs to organise ideas around a theme Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
Grammar (punctuation)	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use 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!"]
Composition	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Year 3 Key Word Lists	
Common Exception Words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.
High Frequency Words	Water, bear, find, these, live, away, can't, more, began, say, good, again, I'll, boy, soon, want, cat, round, animals, night, over, long, tree, never, narrator, how, things, magic, next, small, did, new, shouted, first, car, man, after, us, work, couldn't, going, wanted, other, lots, three, where, eat, food, need, head, would, everyone, fox, that's, king, or, our, though, baby, town, took, two, way, fish, I've, school, has, been, gave, around, think, yes, stop, mouse, every, home, play, most, something, garden, who, take, red, bed, fast, didn't, thought, door, may, only, ran, dog, right, still, many, know, well, sea, found, laughed
Year 3 / 4 Word List	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women



Year 4 – Writing - Year Group Mastery Overviews

