



nglish Text Image: Construction of the property of the proproperty of the property of the proprovection of the p				Year 4 Mastery Writing Objectiv			
Astery Key Frammer Outcome: Fiction Outcome: Recourt adventure as portability of or finding adjectives, numeras they finding adjectives, numeras after fronted adventibia sequence more extended narrates plural and pressention of modifying adjectives, numeras after fronted adventibia Recourts busing the respective field area from the respectin field area from the respectin field area from	chool Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Counting on Katherine by Helanie Becker Outcome: Non-FictionOutcome: FictionOutcome: RecountFrailon and Grahame Baker- Smith Outcome: Fictionby Lara Hawthorne Outcome: Non-FictionÁngela McAllis Outcome: FictionOutcome: S& GenreOutcome: FictionOutcome: FictionFrainae BaterOutcome: FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcome: F	English Text	ACULO II	EX FILE FIL			THE HUNDRED YEAR OLD FISH LAR HUNDRIGHT	STARE SHAKESPEARE STAKESPEARE 12 HERE STARE
Counting on katheme by Helania Becker Outcome: Non-FictionOutcome: Non-FictionOutcome: FictionOutcome: FictionOutcomes & Genre ProgressionOutcome: Non-FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcome: FictionMastery Key ProgressionGrammar Expand noun phrases by the addiction of modifying adjectives, nous and prepositional phrases Use frantative structures)Grammar Use Standard English forms for verb inflectionsGrammar Variety of verb forms used orcerty and consistently including the progressive and theme (to organise and sequence more extended narative structures)Grammar Use Standard English forms for verb inflectionsGrammar Variety of verb forms used orcerty and consistently including the progressive and theme (to organise and sequence more extended narative structures)Grammar Use standard English forms for verb inflectionsGrammar Variety of verb forms used orcerty and consistently including the progressive and there (using fronted adverbials to introduce or connect use adverbialsGrammar Extend the range of sentences use goargaphs around a there (using fronted adverbials to introduce or connect use adverbialsGrammar possessive spostrophe with ploral nouns adpropriately for clarity and organise paragraphs around a there lationship between characters)Grammar terest perfect forms adpressional phrases Use structure or connect speech use adpression by using the possessive spostrophe with ploral nouns sequence or extended adverbialsOutcome: Fiction Write a plase to organise paragraphs around a there (using fronted adverbialsGrammar tere (using fronted				<i>i i</i>			Shakespeare: Julius Caesar by
Head Head Becker Outcome: Non-FictionOutcome: FictionOutcome: FictionOutcome: FictionOutcomes & GenreOutcome: Non-FictionMake a mini book of their own adventureOutcome: Recount Write a fact fileOutcome: FictionOutcome: Non-FictionOutcome: Non-FictionMastery Key ProgressionGrammarExpand noun phrases by the addition of modifying adjectives, nours and prepositional phrases Use fronted adverbialsGrammarGrammarExtend the range of set correctly and consistently including the progressive and the present perfect forms or prointiely for clarity and cohesion and to avoid repetition Use commas after fronted adverbialsGrammarGrammarExtend the range of set correctly and consistently including when, if because, althoughGrammarExpand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases theme (to organise and sequence more extended narative structures)GrammarGrammarExtend the range of set conjunctions including when, if because, althoughGrammar the grasersparphs around a theme (using fornted adverbials to introduce or connect paragraphs to organise paragraphs around a theme (to organise and sequence more extended narative structures)Grammar theme (to organise and sequence more extended narative structures)Grammar theme (using fionted adverbials to introduce or connect speech (using dialogue to show the relationship between characters)Grammar theme (using fionted adverbials to introduce or connect speech (using dialogue to show the relationship between characters)Grammar theme (using fionted adverbials to introduce or con			Outcome: Fiction	Outcome: Recount			Angela McAllister Outcome: Fiction
Write a fact fileMake a mini book of their own adventureWrite a recount adventure as journalWrite a narrative from the character's point of view.Write an Information Board.Write a playscript for a story.Mastery Key ProgressionGrammar Expand noun phrases by the addition of modifying adjuctives, nouns and prepositional phrases Use proted 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 adverbialsGrammar Grammar Composition paragraphs)Grammar Use standard English forms for verb inflections extend the range of conjunctions including when, if, pecause, althoughGrammar Variety of verb forms used conjunctions including when, if, pecause, althoughGrammar Variety of relative and repetitionGrammar addition of modifying algority of more adjuction to punctuate direct speechGrammar Composition adverbialsGrammar Composition adverbialsGrammar Composition adverbialsWrite a narrative structures and repetitionGrammar Composition adverbialsGrammar Composition adverbialsGrammar Composition adverbialsGrammar Composition a							
Outcome a controlWrite a fact fileMake a mini book of their own adventureWrite a recount adventure as journalWrite a narrative from the character's point of view.Write an Information Board.Write a playscript for a story.Mastery Key ProgressionGrammar Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use praraphs to organise information and ideas around a theme (to organise and sequence more extended narative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbialsGrammar Grammar Composition parses ive adverbials because, although to introduce or connect parses propriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbialsGrammar Grammar Composition parses in a varied and rich vocabularyGrammar CompositionGrammar Starte of verb forms used correctly and consistently including the progressive and the present perfect forms Use standard English forms for verb inflections organise paragraphs a round a there (using fidalogue to show the relationship between characters)Grammar Composition adverbialsGrammar Composition adverbialsGrammar Composition adverbialsGrammar Composition adverbialsGrammar Composition adverbialsGrammar consistency, including the anone clause by using a wider range of conjunctions including the present perfect forms use standard English forms for verb inflections paragraphs)Grammar Composition adverbialsGrammar consistency, including the paragraphs around a there (using dialogue to show the re	Outcomes & Genre	Outcome: Non-Fiction	Outcome: Fiction	Outcome: Recount	Outcome: Fiction	Outcome: Non-fiction	Outcome: Fiction
ProgressionExpand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use proted adverbials use paragraphs to organise information and ideas around a theme (to organise and 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 speechUse Standard English forms for verb inflectionsVariety of verb forms used correctly and consistently including the progressive and to leave bus using a wider range of using a wider range of conjunctions including when, if, because, although theme (to organise ara papropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbials Recap: Use inverted commas for direct speechUse Standard English forms for verb inflections there (using fronted adverbials to introduce or connect paragraphs)Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases to introduce or connect paragraphs)Recognise the grammatical difference between plural and possessive apostrophe with plural nounsExtend the range of sentences use and punctuate direct speech (using finalegue to show the relationship between characters)Expand noun phrases by the adjectives, nouns and propriately for clarity and consistency, including the propose changes to grammar and vocabulary to improve consistency, including the proprise paragraphsExpand noun phrases by the adjectives, nouns and propriately for clarity and consistency including the propose changes to grammar adverbialsRecognise the grammatical difference between plural and possessive speech (using finalegue t	Outcomes & Genre		Make a mini book of their own	Write a recount adventure as a	Write a narrative from the		Write a playscript for a part of a
To organise and sequence more extended narrative structures		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	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	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	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	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	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
Year Group Progression of Skills Grammar (word) Recognise the grammatical difference between plural and possessive -s		Personnico the grammatical differe	and possessive.		5		





	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	Use paragraphs to organise ideas around a theme				
paragraphs)	Use Fronted adverbials [for example, later that day, I heard the bad news.]				
paragraphicy	Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition				
Grammar	Use commas after fronted adverbials				
punctuation)	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	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,				
Nords	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.				
ligh Frequency	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 and the state the state that the state that have been as the state that the state that have been as the state thave been as the state that have been as the state that have be				
Vords	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				



