



# Naunton Park Writing Progression Y4 NB: Practise and consolidate Y2/3 lists

NC terminology for children: determiner, pronoun, possessive pronoun, adverbial

TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: structure, grammar and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p><b>Orally retell stories and non-fiction texts with lively expression.</b> Innovate known stories maintaining sequence but <u>changing or adding</u> events, settings, description that <u>alter</u> the mood, course of events or outcomes.</p> <p><b>Plan and orally rehearse writing.</b> Use shared/ guided writing.</p> <p><b>Organise stories into paragraphs.</b> Children will be moving beyond a simple beginning, middle and end to narrative and their use of paragraphs should reflect the story mountain pattern.</p> <p><b>Use organisational devices in non-narrative texts to guide the reader.</b> Use a shared text to revisit/introduce bullet points, subheadings and labelled diagrams to orientate and inform the reader</p> <p><b>Use fronted adverbials</b> Put adverbial phrases at the front of a sentence eg Late into the evening, the</p>	<p><b>Use a variety of phrases, clauses and adverbials to manipulate sentences for effect, using commas to demarcate phrases and clauses eg</b></p> <ul style="list-style-type: none"> <li>- The mouse, keeping his eyes on the cat flap, nibbled the cheese nervously.</li> <li>- Nervously, the mouse nibbled the cheese, keeping his eyes on the cat flap.</li> <li>- Keeping his eyes on the cat flap, the mouse nibbled the cheese nervously.</li> </ul> <p><b>Extend the use of drop-in words, phrases and clauses:</b></p> <p>☑ ed, ing, ly - chunks eg Jack, <u>exhausted from driving a hard bargain</u>, took his magic beans back home... Jack, <u>smiling triumphantly</u>, strode into the cottage.</p> <ul style="list-style-type: none"> <li>- simile phrases eg Dr Who, <u>as quick as a flash</u>, disappeared into the tardis.</li> <li>- descriptive phrases eg The shark, <u>with its long grey body and flashing</u></li> </ul>	<p><b>Select engaging and imaginative vocabulary linked to the style, audience and purpose of the text [eg to amuse, entertain, inform, persuade]</b></p> <p><b>Use prepositional phrases to start sentences:</b> Beyond the gloom of the cave, Zach saw the ancient wizard moving.</p> <p><b>Use a range of adjectival phrases:</b> pretty pleased; really happy, darkly wooded, heavily disguised, slow stepping..., the red faced and grinning...</p> <p><b>Use Standard English forms for verb inflections:</b> <i>We were</i> instead of <i>We was</i>; <i>I did</i> instead of <i>I done</i></p> <p><b>Understand the grammatical difference between plural and possessive –s</b></p> <p><b>Explore and invent nouns formed from suffixes</b> eg –ous, - tion, -sion –ism -ity</p> <p><b>Word families:</b> Investigate meaning and</p>	<p><b>In persuasive writing, use emotive language to make the reader feel something</b> eg sympathy or guilt Demonstrate in shared writing and during the imitation phase. Exaggerate to make things sound better or worse than they are: Imagine being cast out into the street, cold, lonely and frightened..., This kitten is not warm, comfortable and content like you are; she is cold, hurt and hungry.</p> <p><b>Use ‘empty words’ to capture the reader’s interest</b> eg <u>someone</u>, <u>somewhere</u> was out to get him.</p> <p><b>Invent figurative language to evoke time, place, mood, feelings etc:</b></p> <ul style="list-style-type: none"> <li>- alliteration</li> <li>- onomatopoeia</li> <li>- similes</li> <li>- metaphors</li> <li>- personification</li> </ul> <p><b>Use comparative and superlative</b></p>

<p>doorbell rang.</p> <p><b>Use widening range of conjunctions and phrases (cohesion) to link paragraphs across a text, and sentences within a paragraph</b> eg who, because, so that, as a result, while, until, where, or, if, to, also, however, as well, consequently, unfortunately</p> <p><b>Use prepositional openers to indicate place</b> eg At the end of the lane, the car was abandoned.</p> <p><b>Secure the use of ed - ing - ly</b> eg Surprised, Jane darted into a corner... Feeling her way through the tunnel, Jill's heart pounded...Reluctantly, the servant arose at 5am...</p> <p><b>Secure tenses, 1<sup>st</sup>/3<sup>rd</sup> agreement and ensure nouns and pronouns in a text relate to each other, meaning should be clear and unambiguous</b> eg Max gave the boy his hat ie whose hat?</p> <p><b>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</b></p>	<p><u>white teeth</u>, swam to the diver.</p> <p><b>Use long and short sentences to vary the pace of writing.</b> Long sentences slow down pace and enhance description and information; short sentences increase pace and create tension e.g. The clock struck 12. Felix heard a noise. What was it?</p> <p><b>Consolidate sentence variation - use of questions, exclamations, imperatives, sentences of 3 for action, description and ideas.</b></p> <p><b>Write dialogue between characters in stories</b> using a variety of speech verbs, styles of speech that characterise the speaker, their relationships and their feelings.</p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Consolidate on CL/FS,I, ? and colon for a list and use of commas.</li> <li>- Use direct speech correctly; new speaker, new line/ commas before reporting clause etc.</li> <li>- Apostrophes for contraction and possession, singular and plural the boy's hand; the boys' boots.</li> </ul>	<p>spellings of related words through:</p> <ul style="list-style-type: none"> <li>- adding <u>suffixes</u> e.g. help, helped, helpful etc. distract, distracted, distracting, distraction, distractible etc.</li> <li>- common prefixes: constant, contract, concede etc. provide, proceed, protract etc.</li> <li>- prefixes for negatives and opposites: un, dis, in/ex ir, il etc.</li> <li>- Identify common prefixes and experiment with adding them to words</li> </ul> <p><b>NB</b> children can make good use of dictionaries and the internet for investigating prefixes</p> <p><b>Consolidate on:</b></p> <ul style="list-style-type: none"> <li>- well-chosen adjectives/ adverbs that add something new;</li> <li>- be specific (poodle not 'dog');</li> <li>- powerful verbs;</li> <li>- speech verbs;</li> <li>- making sure each word earns its place, avoiding 'over-writing';</li> <li>- creating new combinations, avoiding clichés,</li> </ul> <p><b>Learn the words on the Y3/4 Statutory List.</b></p>	<p><b>adjectives</b> and a range of qualifying adverbs for precision and effect to exaggerate or shade the strength of words e.g. slightly, rather, fairly, completely, utterly, especially etc.</p> <p><b>Use questions</b> to draw in the reader and <b>exclamations</b> for emphasis.</p>
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