



We use these descriptors from the national curriculum and teach them in the sequence outline below. We use these as a guide and adapt our plans based on the children in the class.

YEAR 3	YEAR 4		
1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan			
2. Record and note ideas			
3. Compose and rehearse more complex sentences orally before writing, including dialogue			
4. Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear			
5. Use noun phrases appropriately in a range of text types to clarify and add detail e.g. <i>dark, damp cave/ the man with deep, blue eyes and a brown leather case</i>	Use noun phrases expanded using modifying adverbs e.g. <i>It was really dark inside the damp, rather smelly cave</i>	Term 1	
	Use noun phrases expanded using prepositions e.g. <i>his tattered shirt <u>under</u> his dirty, torn jacket</i>		
6. Use a range of adverbs (time/manner/place) e.g. <i>After a while/He walked slowly/ In the shadows</i>	Use fronted adverbials for effect e.g. <i>After the sun had set, /Gliding slowly into the room, / Rather timidly,</i>		
7. Use commas in lists consistently in fiction and non fiction e.g. <i>to punctuation an expanded noun phrase</i>	Use commas after fronted adverbials e.g. <i>teach and assess along with previous statement</i>		
8. Use a mixture of simple and compound sentences e.g. <i>but/or/yet/so/and</i>	Use a wider range of connectives to extend the range of complex sentences e.g. <i>more than just because/if/when/as</i>		
9. Demarcate direct speech with inverted commas (speech marks) e.g. <i>can sometime omit supportive punctuation such as the , ?!</i>	Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>using all the punctuation including supporting commas./!//? inside the speech</i>		
10. Write complex sentences by using a range of conjunctions accurately e.g. <i>when/if/because/as/also/although</i>	Use an appropriate variety of simple, compound and complex sentences e.g. <i>simple sentences for tension or to communicate facts/ complex sentences to develop character, setting or point of view</i>		
11. Control the use of standard and non standard English e.g. <i>use non standard to develop character within dialogue – revisit inverted commas for speech, be consistent</i>			
12. Use apostrophes for contractions e.g. <i>linked to Year 3/4 word list and common exception words in appendix of NC</i>	Use apostrophes to indicate plural possession e.g. <i>children’s coats the boys’ changing room</i>		
13. Use apostrophes for singular possession e.g. <i>Tom’s coat</i>			
14. Use the present perfect form of verbs e.g. <i>I have been playing football since I was a boy</i>	Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. <i>consistent verb tense agreement and use of progressive/past/present</i>		
15. Use paragraphs to group related ideas e.g. <i>use boxing up /story-mapping/ heading and sub-headings/text type specific organisational features when planning</i>	Organise content into relevant paragraphs across the text e.g. <i>use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases</i>	Term 2	

16. Use figurative devices such as similes and hyperbole e.g. linked to poetry and quality text – use to build character/setting/atmosphere	Term 3
17. Create and expand characters in narrative e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases	
18. Create and expand settings in narrative e.g. dedicate one paragraph to setting – often the opening paragraph	
19. Engage the reader through the use of interesting word choices and descriptive phrases e.g. linked to quality text/modelled text/ magpie phrases/year 3/4 word lists revisit figurative language	
20. Create and expand plots in narrative e.g. beginning/ middle /end with an alternative ending with some repetition throughout and at the end	
21. Expand the use of narrative language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English	Term 4
22. Expand the use of non fiction language features e.g. genre specific such as imperative verbs for instructions, precise nouns in reports, accurate tense, simple/compound/complex sentences, standard English	
23. Use a range of organisational features in fiction and non fiction e.g. paragraphs, sub-headings, headings, perfect tense, verb tense agreement, punctuation for direct speech include the use nouns and pronouns to aid cohesion between sentences e.g. to chain ideas across a paragraph – The man...he...the rough gentleman ...his... word classes revisit cohesion and paragraphing	
24. Can spell all the year 3/4 common exception words, homophones and words from other origins e.g. include edited writing	
25. Can spell words using all of the year 3/4 prefixes and suffixes e.g. include edited writing	
26. Can use the first 3 letters of a word to check spellings in a dictionary	
27. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. linked to word banks and displays developed across the teaching sequence	
28. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	
29. Write for an increasing range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing sequences	
30. Write free verse poetry, focusing on the meaning e.g. teach specifically in terms 2/4/6	

Milestones completed



