Purpose and Impact  Write complete trests that are interesting, engaging or thoughtful dideas are developed in detail e.g. stories in depth description, non-fiction, anecdotes, facts and reflections.  Penduce lots which are appropriate for reader and purpose noticed all the features of a generylexet type appropriately and consistently.  Create narratives that create intrigue (e.g. suspense, cliff-hangers) or non-fiction that is more complicated e.g. contrasting ideas, opinions).  Treate narratives that create intrigue (e.g. suspense, cliff-hangers) or non-fiction that is more complicated e.g. contrasting ideas, opinions).  Treated and organise writing with a clear beginning, middle and end.  Write sentences that are developed on from previous sentences to form a group of connected/related ideas.  Start a new paragraph to organise ideas around a theme.  Construct a consessive piece with logical links/prevals  Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  Openings signalled in narrative and non-fiction with content to capture the reader's interest.  Closings signalled in narrative and non-fiction with content to capture the reader's interest.  Closings signalled in narrative and fon-fiction with content to capture the reader's interest.  Closings signalled in provide that is dramatic or link back to opening and in non-fiction is strong/draw conclusions.  Sentence Construction  Vary sentences for clarity, purpose and effect  Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe?  Sake more complicated on un privase (sepanded by modifying adjectives, nouns and preposition phrases) e.g., the strict geography teacher with slick, black hair.  Tense  Use stronger of conjunctions e.g., "we were," I did" (Instead of local spoken forms such as "we were")  Was more complicated conjunctions e.g. while, so, although.  Use more complicated conjunctions e.g. while, so, although.  Use more complicated conjunctions that set	Performance of Writing – Expected Standard at end of Year	4		
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Sentence Construction  Wary sentences for clarity, purpose and effect Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe?  Bus more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. the strict geography teacher with slick, black hair.  Tense  Use standard English verb inflections e.g. 'we were', 'I did' (instead of local spoken forms such as 'we was', 'I done').  Conjunctions/Complex Sentences  Use a widening range of conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.  Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.  Mastery of Writing Techniques  Deploy poetic/descriptive style to engage the reader  Use personification to give human attributes to inanimate objects/things.  Use pathetic fallacy to mirror and extend the plot or a character's emotions e.g. aspect of nature or weather reflects feeling).  Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing references to water.  Vocabulary  Select appropriate and effective vocabulary  Make language choices that are interesting and varied and consider the effect of sounds within words.  Use ambitious vocabulary (tier 2 words).  Adverbs/adverbial phrases  Use Where' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.  Punctuation  Write with technical accuracy of punctuation  Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within inverted commas) e.g. The teacher screamed, "Be quiet!"  Use acomma after fronted adverbial.  Spelling and Word Structure  Apply seelling rules into writing  Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.  Distinguish between the spelling of common homophones.  Show cronsistency in style ensuring that the downstrokes of letters are parallel an				
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	Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.			
Result	Avoid ascenders and descenders touching each other from one line to the next.			
	Result			

## Green Writing Progress Plan

Punctuation I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc. I can mark plural possession using an apostrophe. I can use a comma after a fronted adverbial.	I can use a range of technique words.  I can spell homophones corre e.g. there, their and they're.  I can show the difference in plural and possessive with 's' of	ctly according to use
Adverb I can use fronted 'where/when' adverbing the scarecrow cried. I can use 'how' adverbs and adverbial play. Worrying about the crash, Bobby raced	hrases in fronted positions e.g.	Vocabulary  I can make interesting and varied language choices.  I can use ambitious
I can add detail to my ideas.  I can maintain a point of view.  I can include all the features of I can create intriguing narrative I can create more complicated r	non-fiction texts.	Verbs e.g. I did, we
Conjunctions/Complex Sentences I can use a larger range of conjunctions e.g. while, although.  I can use conjunctions to set up contrasts or relationships e.g. despite, consequently.	I can organise my writing with a clear beginning, middle and end.  I can write sentences that lead on from a previous sentence.  I can start a new paragraph organising ideas around a theme.	Sentence Construction  I can ask rhetorical questions to involve the
Writer's Techniques  I can use personification to give human attributes to inanimate objects/things.  I can use pathetic fallacy to mirror and extend the plot or a character's emotions.	I can use pronouns and nouns within and across sentences to aid readability.  I can use exciting openings to capture the reader's attention.	reader.  I can use more complicated noun phrases e.g. The beautiful lady with the yellow bun.
I can use symbolism as a recurring idea to emphasise a theme.	I can use dramatic endings in stories and strong conclusions in non-fiction.	