



# Last



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<b><u>Final writing Outcomes:</u></b>	Newspaper Report Persuasion Non-Chronological Report
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<b><u>Success Criteria</u></b>	
<b><u>Continuous skills</u></b>	
<b><u>Vocabulary, grammar and punctuation</u></b>	<ul style="list-style-type: none"> <li>• Use a range of sentences with more than one clause- through use of conjunctions.</li> <li>• Use the correct article 'a' or 'an' Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>• Use fronted adverbials of place, time and manner, including the use of a comma.</li> <li>• Use expanded noun phrases, including with preposition and modifying adjectives.</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause.</li> <li>• Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>• Use and punctuate direct speech correctly Use standard English for verb inflections- instead of spoken forms.</li> <li>• Correctly demarcate all sentences.</li> <li>• Use the apostrophe for omission and possession.</li> <li>• Use correct punctuation in direct speech, including a comma after the reporting clause. Almost always use commas for fronted adverbials.</li> </ul>
<b><u>Composition</u></b>	<ul style="list-style-type: none"> <li>• Write from memory simple dictated sentences that include words and punctuation taught.</li> <li>• Open sentences in different ways to create effects.</li> <li>• Organise narrative writing into clear sequences with more than a basic beginning, middle and end.</li> <li>• Write a narrative with a clear structure, setting, characters and plot Include key vocabulary and grammar choices that link to the style of writing.</li> <li>• Begin to open paragraphs with topic sentences and organise them around a theme.</li> <li>• Develop endings which close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>
<b><u>Transcription (Spelling)</u></b>	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Spells words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>• Use plural – s and possessive –s correctly Recognise and spell additional homophones.</li> <li>• Spell identified commonly misspelt words from the Year 3 and 4 word list</li> </ul>
<b><u>Handwriting and presentation</u></b>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>• Understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>
<b><u>Differentiated focus skills</u></b>	
<b><u>ARE</u></b>	
<ul style="list-style-type: none"> <li>• (Revision): To continue to understand the terminology 'noun', 'adjective', 'adverb', 'verb', 'preposition' and 'conjunction'.</li> <li>• Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail).</li> <li>• Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect).</li> <li>• Fronted adverbials to vary sentence structure (later that day, I heard the bad news).</li> <li>• Commas after fronted adverbials.</li> </ul>	