



## Progression through Genres - Year 4

		Non-Fiction				
		Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Instructions	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice  <i>e.g. Be careful not to over whisk as it will turn into butter.</i></p> <p>Friendly tips/suggestions are included to heighten the engagement.  <i>e.g. This dish is served best with a dash of nutmeg.</i></p>	<p>Variation in sentence structures  <i>e.g. While the pastry cooks...  As the sauce thickens...</i></p> <p>Include adverbs to show how often  <i>e.g. additionally, frequently, rarely.</i></p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p>	<p><b>Nouns</b>  Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b>  Standard English forms for verbs.</p> <p><b>Adjectives</b>  Choose appropriate adjectives</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	
	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures  <i>e.g. While we watched the sea lion show...</i></p> <p>Use embedded/relative clauses  <i>e.g. Penguins, which are very agile, ....</i></p> <p>Include adverbs to show how often  <i>e.g. additionally, frequently, rarely.</i></p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response  <i>e.g. fabulous, showcase inspired me</i></p>	<p>Later on...</p> <p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by...</p> <p>I felt overwhelmed when...</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p>	<p><b>Connectives/conjunctions</b>  Use a wide range of connectives.</p> <p><b>Tense</b>  Correct use of past and present tense.</p> <p><b>Adverbs</b>  Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>		



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<b>Non-Chronological Reports</b>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. <i>E.g. Qualities, body parts, behaviour.</i></p>	<p>Variation in sentence structures <i>e.g. While the eggs hatch female penguins ...</i></p> <p>Use embedded/relative clauses <i>e.g. Penguins, which are very agile, ....</i></p> <p>Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i></p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will</p> <p>The following Information</p> <p>Usually Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p><b>Nouns</b> Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b> Standard English forms for verbs.</p> <p><b>Adjectives</b> Choose appropriate adjectives</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>
<b>Letters</b>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Variation in sentence structures <i>e.g. While we were at the park... As we arrived...</i></p> <p>Use embedded/relative clauses <i>e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</i></p> <p>Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i></p>	<p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities <i>e.g. should, would, could.</i></p>	<p><b>Tense</b> Correct use of past and present tense.</p> <p><b>Adverbs</b> Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	



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<b>Persuasion – Purpose: advert, leaflet, argument</b>	Clear introduction and conclusion.	Variation in sentence structures <i>e.g. While we were at the park... As we arrived...</i>	I believe that                      As I see it	<b>Nouns</b> Nouns and pronouns used for clarity and cohesion.	Apostrophe to mark singular and plural possession.
	Links between key ideas in the letter.	Use embedded/relative clauses <i>e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</i>	It seems to me that              Tremendous		
<b>Persuasion – Purpose: advert, leaflet, argument</b>	Paragraphs organised correctly into key ideas.	Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i>	It is clear that                      Furthermore	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas after fronted adverbials.
	Subheading Topic sentences	More complicated rhetorical questions <i>e.g. haven't you always longed for a...?</i>	Is it any wonder that              Finally		
<b>Persuasion – Purpose: advert, leaflet, argument</b>			Implore you to consider      In summary	<b>Verbs</b> Standard English forms for verbs.	Use inverted commas and other punctuation to indicate direct speech.
			Extremely                      Fed up with...?		
<b>Persuasion – Purpose: advert, leaflet, argument</b>			Inevitably                      In conclusion	<b>Adjectives</b> Choose appropriate adjectives	
			The evidence presented...      significant		
<b>Persuasion – Purpose: advert, leaflet, argument</b>			Have you ever thought about...?	<b>Connectives/conjunctions</b> Use a wide range of connectives.	
			Do you think that..?		
<b>Biography</b>	Clear introduction and conclusion.	Variation in sentence structures <i>e.g. While we watched the sealion show...</i>	In his /her early years...	Correct use of past and present tense.	
	Links between sentences help to navigate the reader from one idea to the next.	Use embedded/relative clauses <i>e.g. Penguins, which are very agile, ....</i>	By the time he/she had...		
<b>Biography</b>	Paragraphs organised correctly around key events.	Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i>	In his/ her final years...	Know what an adverbial phrase is.	
	Elaboration is used to reveal the writer's emotions and responses.	Sentences build from a general idea to more specific. Use emotive language to show personal response <i>e.g. fabulous, showcase inspired me to....</i>	What is clear is that...		
<b>Biography</b>			Even though he/she was not popular at the time,	Fronted adverbials	
			Although feeling ran high in the community,		
<b>Biography</b>			In many ways it wasn't until...	Comma after fronted adverbials.	
			He/She might have been...		
<b>Biography</b>			His/Her one regret was that...		



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<b>Balance Argument: Purpose: Speech, Essay, Letter</b>	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  Subheading Topic sentences	Variation in sentence structures <i>e.g. While we were at the park... As we arrived...</i>  Use embedded/relative clauses <i>e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</i>  Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i>  More complicated rhetorical questions <i>e.g. Have you ever considered the impact of...?</i>	This piece of writing will...  ...feel convinced...      Whilst...  I intend to...      Furthermore  On the other hand...      In addition...  It is surprising that... On balance...  Finally I would like to add...  My next point concerns...  Having looked at both sides, I think...because...  Having considered the arguments for and against...	<b>Nouns</b> Nouns and pronouns used for clarity and cohesion.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  <b>Verbs</b> Standard English forms for verbs.  <b>Adjectives</b> Choose appropriate adjectives  <b>Connectives/conjunctions</b> Use a wide range of connectives.  <b>Tense</b> Correct use of past and present tense.	Apostrophe to mark singular and plural possession.  Commas after fronted adverbials.  Use inverted commas and other punctuation to indicate direct speech.
	<b>Newspaper</b>	Clear introduction and conclusion.  Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.  Paragraphs organised correctly into key ideas.  All newspaper layout features included.  Bold eye-catching headline which includes alliteration.	Variation in sentence structures <i>e.g. While the witness was distracted... As the police arrived...</i>  Use embedded/relative clauses <i>e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</i>  Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i>	John Smith (64), a retired community officer said...  Within minutes...  The school confirmed that...  She claimed that..  He continued by informing us that...  Police were...	<b>Adverbs</b> Know what an adverbial phrase is.  Fronted adverbials  Comma after fronted adverbials.



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		Fiction			
	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Story	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next <i>e.g. contrasts in mood angry mother, disheartened Jack</i></p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures <i>e.g. while, although, until</i></p> <p>Use embedded/relative clauses <i>e.g. Marcus, who grinned slyly at the teacher,....</i></p> <p>Include adverbs to show how often or add subtlety of meaning <i>e.g. exactly, suspiciously</i></p> <p>Tense changes appropriate; verbs may refer to continuous action <i>e.g. will be thinking</i></p>	<p><b>Year 4 ambitious vocabulary used</b></p> <p><b>Connectives:</b> in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><b>Nouns</b> Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b> Standard English forms for verbs.</p> <p><b>Adjectives</b> Choose appropriate adjectives</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Correct use of past and present tense.</p> <p><b>Adverbs</b> Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>
Poetry	<p><b>Reading Poetry</b></p> <p>describe poem's impact and explain own interpretation by referring to the poem;</p> <p>comment on the use of similes and expressive language to create images, sound effects and atmosphere;</p>	<p><b>Performing Poetry</b></p> <p>vary volume, pace and use appropriate expression when performing</p> <p>use actions, sound effects, musical patterns and images to enhance a poem's meaning</p>	<p><b>Creating Poetry</b></p> <p>use language playfully to exaggerate or pretend;</p> <p>use similes to build images and identify clichés in own writing;</p> <p>write free verse; use a repeating pattern; experiment with simple forms</p>		