

Fountain Gate Primary School - <b>Writing Level 4</b>	<b>We are learning to ...</b>	<b>What we are looking for is ...</b>
<i>Structure and Features of Texts</i>		
Writes various texts in print and electronic form including narrative, report, exposition and informative	<ul style="list-style-type: none"> <li>• write an <u>argumentative</u> exposition.</li> <li>• write an <u>explanation</u>, to explain how or why something happens.</li> </ul>	<ul style="list-style-type: none"> <li>• genre specific framework, including plan, draft, edit, publish.</li> <li>• it is clear to the reader what the explanation is about</li> <li>• Paragraph of each step/part of process</li> <li>• Logical sequence of steps/parts</li> <li>• Technical vocabulary</li> <li>• Related to opening statement</li> </ul>
Writes about familiar and less familiar themes, issues and information	<ul style="list-style-type: none"> <li>• write on a familiar topic (ch selected)</li> <li>• write on an unfamiliar topic (tr selected)</li> </ul>	<ul style="list-style-type: none"> <li>• Organised thoughts in a logical sequence</li> <li>• Selection of correct writing genre for purpose.</li> <li>• An understanding of points/topics being discussed, including research for subject.</li> </ul>
Plans what they write using models	<ul style="list-style-type: none"> <li>• organise our thoughts before starting to write.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and use of appropriate graphic organiser(s) to help organise thoughts.</li> <li>• Use plan to logically organise thoughts</li> </ul>
Writes for a clear purpose	<ul style="list-style-type: none"> <li>• write to entertain others/ self.</li> <li>• write to inform.</li> <li>• write to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting the needs of selected audience.</li> <li>• Fulfilling intended purpose.</li> </ul>
Selects and uses language structures and features appropriate to their purpose, audience and text type most	<ul style="list-style-type: none"> <li>• Write <u>transactional</u> texts, both informal and formal</li> </ul>	<ul style="list-style-type: none"> <li>• correct layout, including date, address, greeting, paragraphs, closing, relevant to the letter being formal or informal.</li> <li>• the use of appropriate language to suit the</li> </ul>

of the time		recipient/purpose.
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Selects and uses specific and appropriate vocabulary	<ul style="list-style-type: none"> <li>choose appropriate language to suit a particular writing genre.</li> </ul>	<ul style="list-style-type: none"> <li>The use of different types of language including: Emotive Persuasive Informative Descriptive Evaluative</li> </ul>
<b>Information texts</b>		
Include subject-specific terminology and concepts	<ul style="list-style-type: none"> <li>use correct language/vocabulary relevant to the topic when writing a <u>report</u>.</li> <li>present information in a variety of ways e.g. written report, projects, electronic etc.</li> <li>write an accurate classification.</li> <li>include detailed information.</li> <li>order information into paragraphs.</li> <li>write a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>language or vocabulary appropriate to the topic</li> <li>information on a set topic in a logical and interesting format.</li> <li>accurate definitions in a classification.</li> <li>detailed information on a topic.</li> <li>paragraphs written in a logical order.</li> <li>a conclusion that accurately identifies main points.</li> </ul>
Prioritises main and subordinate ideas clearly and appropriately	<ul style="list-style-type: none"> <li>differentiate between a main and a supporting idea.</li> </ul>	<ul style="list-style-type: none"> <li>the identification of main idea.</li> <li>the identification of subordinate ideas.</li> </ul>
Recognises unnecessary information in their writing	<ul style="list-style-type: none"> <li>recognise unnecessary information in our writing.</li> </ul>	<ul style="list-style-type: none"> <li>the editing of unnecessary information in our writing.</li> </ul>
Writes topic sentences to summarise paragraphs (subheadings)	<ul style="list-style-type: none"> <li>write subheadings to summarise paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>subheadings to accurately describe information found in a paragraph.</li> </ul>

Narrative		
Shows awareness of plot	<ul style="list-style-type: none"> <li>• write a <u>narrative</u>, including orientation, complication and resolution.</li> <li>• extend the plot by including more than one complication.</li> </ul>	<ul style="list-style-type: none"> <li>• a sequential plan that includes orientation, complication and resolution.</li> <li>• more than one complication in your story.</li> </ul>
Uses language to elicit intended mood and characterisation	<ul style="list-style-type: none"> <li>• use adjectives, adverbs, similes and phrases to develop mood and characters.</li> </ul>	<ul style="list-style-type: none"> <li>• adjectives to develop character.</li> <li>• adjectives to develop moods</li> <li>• adverbs to develop actions.</li> <li>• similes and phrases to enhance story.</li> </ul>
Maintains plot and setting throughout longer imaginative texts	<ul style="list-style-type: none"> <li>• use a plan to develop our ideas into a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• a story that reflects the points highlighted in the plan.</li> </ul>
<b><i>Writing Conventions</i></b>		
Uses a range of vocabulary	<ul style="list-style-type: none"> <li>• use a range of vocabulary in our written work.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of relevant vocabulary in written work.</li> </ul>
Uses a variety of sentence structures	<ul style="list-style-type: none"> <li>• use a variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of a variety of sentence beginnings.</li> <li>• the use of compound sentences to join two or more ideas.</li> <li>• the use of quotation marks to indicate that words or sentences have been repeated from an original text or speech.</li> <li>• the use of direct speech in a text to show the words a person is saying.</li> </ul>
Identifies and uses different parts of speech, e.g. nouns, pronouns, adverbs, comparative and superlative	<ul style="list-style-type: none"> <li>• identify different parts of speech.</li> <li>• use different parts of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• the identification of a noun as a naming word in a text.</li> <li>• the identification of pronouns replacing nouns in a text.</li> </ul>

<p>adjectives, and uses appropriate prepositions and conjunctions</p>		<ul style="list-style-type: none"> <li>• the identification of adverbs to describe verbs in a text.</li> <li>• The identification of comparative adjectives to compare two nouns. e.g. happier of the two girls</li> <li>• The identification of superlative adjectives to compare three or more nouns. e.g. happy, happier, happiest</li> <li>• the use of prepositions to show where somebody or something is in relation to something else in a sentence.</li> <li>• the use of conjunctions to join different parts of a sentence.</li> </ul>
<p>Selects and uses appropriate (specific) punctuation accurately including apostrophes.</p>	<ul style="list-style-type: none"> <li>• to select and use appropriate punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of an apostrophe to show possession or to indicate missing letters.</li> <li>• the use of a comma to indicate a slight break in a sentence.</li> <li>• the use of a semicolon to indicate a more definite break than a comma, joining two connected ideas.</li> <li>• the use of a colon to introduce a list, to provide further explanation to the start of a sentence, or to precede a quotation.</li> <li>• the use of a full stop when shortening a word which does not end with the last letter.</li> <li>• the use of a hyphen inbetween numbers written as words. e.g. twenty-one, when single letters are combined with words. e.g. X-ray, to join a double-barrelled name. e.g. Peter Smith-Brown, to form some compound words e.g. ping-pong</li> </ul>
<p>Selects and uses appropriate</p>	<ul style="list-style-type: none"> <li>• write in a variety of text types using and</li> </ul>	<ul style="list-style-type: none"> <li>• maintaining tense throughout piece of writing</li> </ul>

<p>grammar including verb tense agreement most of the time</p>	<p>maintaining the most appropriate tense.</p> <ul style="list-style-type: none"> <li>• select and use appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• the appropriate tense according to genre (present tense - Procedure/Instruction, Argument, Explanation and Reporting genre. past tense - Recounts and Narratives. transactional texts - tense depends on the purpose of the text. )</li> </ul>
<p>Takes notes and use graphic organisers</p>	<ul style="list-style-type: none"> <li>• take notes.</li> <li>• use graphic organisers.</li> <li>• PMI, Venn, Mind maps, Concept, KWL, Bone, Y/T chart, Lists, In-Out.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of note taking to write down the main ideas of information supplied.</li> <li>• the use of a PMI chart to evaluate and unpack details of a product, text or issue.</li> <li>• the use of the K-W- L-H organiser to explore prior knowledge of a topic and to consider what we would like to know and learn.</li> <li>• the use of a Mind Map to give an overall picture of a situation, linking ideas and information.</li> <li>• the use of a Lotus Diagram to break big ideas into small ideas to help solve a problem in a logical and creative way.</li> <li>• the use of a Bone Diagram to describe the current state of a situation and what forces help or prevent getting to the desired state.</li> <li>• the use of a Concept Map to show relationships between ideas or concepts.</li> <li>• the use of a ‘Y’ Chart to encourage thinking out of the square while brainstorming.</li> <li>• the use of a Flowchart to show the logical flow of activities within a process.</li> </ul>
<p>Plans, proofreads, edits and revises for sequencing of</p>	<p>See genre specific for Learning Intentions</p>	

ideas, spelling, grammar and punctuation		
Develops texts through multiple drafts	See genre specific	
<b>Spelling</b>		
Spells a range of frequently occurring 2 and 3 syllable words (Spelling Demons)	<ul style="list-style-type: none"> <li>• Spell 2 and 3 syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of a range of strategies including: Chunking and syllables, compound words, Sounding out, Have a go, LSCWC, Using resources- Spelling Demons, word lists, dictionaries and spelling rules.</li> </ul>
Spell unfamiliar 2 and 3 syllable words using regular visual and phonic patterns	<ul style="list-style-type: none"> <li>• spell unfamiliar 2 and 3 syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>• the use of a range of strategies including: Chunking and syllables, compound words, Sounding out, Have a go, LSCWC, Using resources- Spelling Demons, word lists, dictionaries and spelling rules.</li> </ul>
Uses a range of approaches to spell including visual and phonic patterns	<ul style="list-style-type: none"> <li>• use a range of approaches to spell.</li> </ul>	<p>effective dictionary use.</p> <p>identification and understanding of the meaning of root words.</p> <p>identification of prefixes and suffixes</p> <p>identification of homographs and homophones</p> <p>identification of synonyms and antonyms.</p>