

# Learning and Progression Steps (LAPS) in Writing

## Planning for Progression: Year 4



Range of Writing:	<ul style="list-style-type: none"> <li>• Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</li> <li>• Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion.</li> <li>• Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme.</li> </ul>			
	LAP 1	LAP 2	LAP 3	Key Learning
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter.</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use a comma to separate the clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>• Use commas to mark clauses in complex sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</li> <li>• Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>• Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use commas after fronted adverbials.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i></li> <li>• Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Explore, identify and use Standard English verb inflections in writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> </ul>

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### Planning for Progression: Year 4



<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience of the writing e.g. to explain a process to our parents. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience for writing, e.g. to entertain children in Year 3 with our adventure stories. Consider the structure, vocabulary and grammar needed to support this, e.g. <i>powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience for the writing, e.g. <i>to make our Year 2 readers stop and think with our poems</i>. Carefully consider the structure and vocabulary, e.g. <i>counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>for non-fiction writing, creating a text map or boxing-up text types to create a plan</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>story mountain, chunking a plot and innovating</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc</i>.</li> </ul>	<ul style="list-style-type: none"> <li><u>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</u></li> </ul>
<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>Develop characterisation using action, dialogue and description.</li> </ul>	<ul style="list-style-type: none"> <li>Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write an opening paragraph which combines setting and character/s.</li> </ul>	<ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines setting and character/s.</li> </ul>
	<ul style="list-style-type: none"> <li>Improvise and compose dialogue between two characters.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose dialogue to show, or give clues about how a character is feeling, e.g. <i>'You're dishonest and ungrateful!' shouted the Pied Piper</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), e.g. <i>"Don't just stand there – wash your 'ands."</i> Mum turned away to lay the table. "Eh?" "Don't say 'eh', say 'pardon'," she snapped.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> </ul>
	<ul style="list-style-type: none"> <li>Improve a passage prepared by the teacher (e.g. <i>one written using simple and compound sentences only</i>) with a focus on different sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>Use different sentence structures (see VGP).</li> </ul>

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<b>Composition: Drafting and Writing Contd.</b>	<ul style="list-style-type: none"> <li>Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when <i>e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.</i></li> </ul>			<ul style="list-style-type: none"> <li>Use paragraphs to organise writing in fiction and nonfiction texts.</li> </ul>
	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.</li> <li>Link ideas across paragraphs using fronted adverbials for where <i>e.g. Back at the bakery,...</i></li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>
<b>Composition: Evaluating and Editing</b>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were'.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class, <i>e.g. pausing at commas which follow adverbs.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences, <i>e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, <i>e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>