


Autumn					Spring				Summer				
Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Newspaper reports/ Recounts	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non- Chronologic al Report	Poetry: Take one Poet	Narrative	Poetry
Arthur and the Golden Rope	The King who Banned the Dark The True Story of the Three Little Pigs*	'A Small Dragon' (Brian Patten)	Until I met Dudley; Rosie Revere, Engineer; This Book Thinks You're an Inventor; How Everything Works	Starbird Zeraffa Giraffa	Real-Life Mysteries Coming to England Step Into My Shoes*	Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	Leon and the Place Between	The Works: Every Kind of Poem You will Ever Need	Malala's Magic Pencil Greta and the Giants		Stars with Flaming Tails	The Girl Who Stole an Elephant	Marshmallow Clouds Michael Rosen's A-Z of the Best Children's Poetry*
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	15 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				

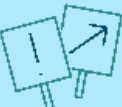
All objectives covered within each Year 4 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) <i>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</i> Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined


*Denotes new unit plan available with alternative text (see core & alternative texts overview 2025-26)


AUTUMN

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 10 steps</p> <p>Graphic Novel <i>Arthur and the Golden Rope</i></p>	<p>Graphic novel: Blends art and storytelling, using a combination of illustration and text</p> <p>Panels of different shapes and sizes contain the artwork and are defined within frames</p> <p>Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text)</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Use a new paragraph to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p>	<p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Persuade 10 steps</p> <p>Persuasive Speech <i>The King Who Banned the Dark</i> <i>The True Story of the Three Little Pigs</i></p>	<p>Speech: Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present and future tense</p>	<ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) Use facts to support opinions to make the reader take the writing more seriously (Y3) Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) Use of power of three to make something more memorable for the reader and make them think about it for longer 	<p>Conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p>	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>noun, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, paragraph (Y3)</p> <p>pronoun</p>


 <p>Entertain (poetry) 5 steps</p> <p>Free verse 'A Small Dragon'</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3) 	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>adjective, noun, noun phrase, apostrophe (Y2)</p> <p>preposition (Y3)</p>


 <p>Inform 15 steps</p> <p>Explanation <i>Until I met Dudley</i></p> <p>Rosie Revere, Engineer</p> <p><i>This Book Thinks You're an Inventor</i></p> <p>How Everything Works</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p>	<ul style="list-style-type: none"> Diagrams show the reader more details about the important parts of what they are finding out about (Y2) Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find Might include quotes from people to provide more information and add interest for the reader 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p>	<p>comma, adverb, verb, present tense (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial</p>


 <p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Starbird</i></p> <p><i>Zeraffa Giraffa</i></p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>
	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) • Use a new paragraph to show when a new or different character is speaking or when the setting changes • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</p> <p>adverbial pronoun</p>

SPRING


 Inform 15 steps Newspaper article Real-Life Mysteries Coming to England Step Into My Shoes	Genre features Newspaper report: Include a headline that summarises the main point of the article Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people's experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with Recount: Written in simple past tense Events are recounted in the time (chronological) order that they happened	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	Sentence level Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3) Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Word level including punctuation Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next Use of pronouns in place of a noun to avoid repetition and boring the reader	Grammatical terminology <u>comma, adverb, verb, present tense, past tense (Y2)</u> <u>clause, subordinate clause, conjunction, preposition, paragraph inverted commas, direct speech (Y3)</u> <u>adverbial pronoun</u>



 Persuade 10 steps Travel Leaflet Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	Genre features Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Use of power of three to make something more memorable for the reader and make them think about it for longer 	Sentence level Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3) Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Word level including punctuation Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice	Grammatical terminology <u>noun, noun phrase adjective, adverb (Y2)</u> <u>conjunction, preposition, paragraph (Y3)</u>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Leon and the Place Between</i></p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) • Use a new paragraph to show when a new or different character is speaking or when the setting changes • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</p> <p>adverbial pronoun</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain (poetry) 10 steps</p> <p>Haiku</p> <p><i>The Works</i></p>	<p>Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3) • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction). They are also used to show the reader when something belongs to a person or object (apostrophes of possession) this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>adjective, noun, noun phrase, adjective, apostrophe (Y2)</p> <p>preposition (Y3)</p>

SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Persuade 15 steps</p> <p>Persuasive Letter</p> <p><i>Malala's Magic Pencil</i></p> <p><i>Greta and the Giants</i></p>	<p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Use of power of three to make something more memorable for the reader and make them think about it for longer • Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Standard English forms for verb inflections to show the difference between speech/ dialect and written English (e.g. They were... instead of <i>They was....</i>)</p>	<p>noun, noun phrase, verb, adjective, adverb, comma (Y2)</p> <p>conjunction, preposition, paragraph (Y3)</p> <p>adverbial pronoun</p>

 <p>Inform 15 steps</p> <p>Non-Chronological Report</p>	<p>Genre features</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<p>Sentence level</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>	<p>Word level including punctuation</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>Grammatical terminology</p> <p>comma, adverb, verb, present tense, past tense apostrophe (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial pronoun</p>
 <p>Entertain (poetry) 5 steps</p> <p><i>Stars with Flaming Tails</i></p>	<p>Genre features</p> <p>Poetry: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3) • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Sentence level</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction). They are also used to show the reader when something belongs to a person or object (apostrophes of possession) this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>Grammatical terminology</p> <p>adjective, noun, noun phrase, adjective, apostrophe (Y2)</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>The Girl Who Stole an Elephant</i></p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) • Use a new paragraph to show when a new or different character is speaking or when the setting changes • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting • Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual • Use of metaphor creates a vivid picture in the reader’s mind 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p>	<p>noun, noun phrase, adjective, comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, direct speech, paragraph (Y3)</p> <p>adverbial pronoun</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Entertain (poetry) 10 steps</p> <p><i>Marshmallow</i> <i>Clouds</i></p> <p><i>Michael Rosen's A-Z of the Best Children's Poetry</i></p>	<p>Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3) • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction). They are also used to show the reader when something belongs to a person or object (apostrophes of possession) this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>adjective, noun, noun phrase, adjective, apostrophe (Y2)</p> <p>conjunction, preposition (Y3)</p>