



## Writing Progression Year 4

Autumn	Spring	Summer
<p><b>Key -three 'Front Loaded' Objectives:</b>  <b><i>Cohort specific and to be determined by Class Teacher</i></b></p> <ul style="list-style-type: none"> <li>- Joining handwriting using a cursive script.</li> <li>- Organising ideas and paragraphs around a theme</li> <li>- Key homophones there, their, they're, where, were, we're.</li> </ul>	<p><b>Key -three 'Front Loaded' Objectives:</b>  <b><i>Cohort specific and to be determined by Class Teacher</i></b></p> <ul style="list-style-type: none"> <li>- To build cohesion across and within paragraphs avoiding repetition.</li> <li>- Choosing vocabulary, including nouns, to make writing clearer.</li> <li>-</li> </ul>	<p><b>Key -three 'Front Loaded' Objectives:</b>  <b><i>Cohort specific and to be determined by Class Teacher</i></b></p> <ul style="list-style-type: none"> <li>- Using a wider range of sentence types.</li> <li>- Speech punctuation</li> </ul>
<p>Specific Genres to be taught are in <b>red</b>.</p> <p>Additional genres can be taught if appropriate – linked to reading spine/in-the-moment events.</p> <ul style="list-style-type: none"> <li>• Letters, Non-Chronological Report, Instruction/Recipe, Poetry, Characterisation, Describing a Setting, Stories from Different Cultures, Traditional Tales, Diary, Review, Autobiography, Biography, Chapter/Extract, Advert, Leaflet, Newspaper Report, Recount, Myths and Legends, Playscripts, Balanced Argument</li> </ul>		

<p><u>Writing Transcription</u> Spelling mostly correct. Further understanding of suffixes needed; -ly (politely), -en (deafn). Some spelling errors; for example, colour, medicane</p> <p><u>Writing Composition</u> Setting and Character introduced in first paragraph. Rich vocabulary. Developed from an image. <b>Description</b> has narrative and descriptive elements. Informal style for <b>diary</b>. Simple organisational devices used; for example, heading Factual style with interviews appropriate for a <b>newspaper report</b> Paragraphs used.</p> <p><u>Writing Grammar and Punctuation</u> Expanded Noun Phrases. Appropriate nouns and pronouns. Direct Speech punctuated with inverted commas. Capital letters for names of people and the personal pronoun 'I'. Adverbs and prepositions used to express time and cause. Full stops, capital letters, exclamation marks, question marks and apostrophes for contractions and singular possession. Fronted adverbials used, but without commas. Tenses used correctly. Beginning to use rich vocabulary; for example, stick-like figure Subordination used; for example, Although Commas used after front adverbials; for example, Anxiously</p>	<p><u>Writing Transcription</u> Some spelling errors; for example, placee, folloed, forist Spelling homophones mainly correct; for example, there, their, where, were, wear</p> <p><u>Writing Composition</u> Setting and character introduced In first sentence. Paragraphs organised around a theme. Rich vocabulary.. Informal style and questioning the reader appropriately for <b>diary</b>. Paragraphs used to report on different aspects of the topic. Informative style appropriate for the audience. Characters introduced in the first two sentences.</p> <p><u>Writing Grammar and Punctuation</u> Prepositions of time used as story opener Fronted Adverbials, but commas not consistent. Commas in list most accurate. Range of determiners used; for example, a,the,this,that. Direct speech used and punctuated.</p>	<p><u>Writing Transcription</u> Spelling mostly correct with very few errors.</p> <p><u>Writing Composition</u> Description has narrative and descriptive elements. Paragraphs around a theme. Rich vocabulary. Informal style for <b>personal letter</b>. Character and plot have been developed. Setting, character and plot have been well developed.</p> <p><u>Writing Grammar and Punctuation</u> Brackets used to give extra information. Conjunctions used to join clauses. More advanced adverbs used; for example, still Nouns and pronouns used appropriately Full stops, capital letters and exclamation marks used. Sentences with subordinate clauses. Conjunctions used for subordination and coordination. Adverbs for time and cause Commas in lists.</p>
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	<p>Capital letters, full stops, commas and a question mark are used.</p> <p>Some sentences with more than one clause</p> <p>Apostrophes for contractions.</p> <p>Sentences extended by using subordinate clause.</p> <p>Present and past perfect forms of verb used</p> <p>Conjunctions used to join clauses; for example, but, because.</p> <p>Adverbs used throughout writing.</p> <p>Conjunctions used to join clauses.</p> <p>Most sentences accurately demarcated including the comma after fronted adverbials and capital letters for proper nouns.</p>	<p>Preposition to show location.</p> <p>Sentences accurately punctuated throughout.</p> <p>Tense not always correct; for example, gone/went.</p> <p>Subordinate clauses mostly correct.</p> <p>Variety of determiners used; for example, the , a , that.</p> <p>Present perfect form of the verb 'have' used; for example, has, have.</p> <p>Direct speech used and correctly punctuated.</p> <p>Conjunctions used to separate clauses.</p>
<p><b>Working Towards</b></p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Write for a range of purposes.</li> <li>• Use some co-ordinating and sub-ordinating conjunctions to extend sentences.</li> <li>• In narratives, include some description of settings or characters.</li> <li>• In non-narrative writing, begin to use paragraphs to organise ideas.</li> <li>• Use capital letters, full stops and question marks mostly correctly.</li> <li>• Make some accurate use of a wider range of punctuation including commas for lists, apostrophes for contraction.</li> <li>• Use past and present tense mostly correctly.</li> <li>• Spell correctly most of the words from the year 2 spelling list and some of the words from the year 3/4 spelling list.</li> </ul>	<p><b>Expected</b></p> <p>The pupil can, with increasing independence:</p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes.</li> <li>• Use a range of conjunctions.</li> <li>• Use some adverbs and prepositions.</li> <li>• Use paragraphs to organise ideas.</li> <li>• In non-narrative writing, use simple devices to structure the writing and support the reader ( e.g. headings and sub-headings).</li> <li>• In narratives, create settings, characters and simple plot.</li> <li>• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</li> </ul>	<p><b>Greater Depth</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes showing some awareness of the intended audience</li> <li>• Use a balance of dialogue, action and description to create settings, character and plot in narratives</li> <li>• Use a range of conjunctions, adverbs and prepositions to express time and cause</li> <li>• Use the full range of punctuation taught in lower KS2, mostly correctly</li> <li>• Use joined handwriting with increasing fluency</li> </ul>

<ul style="list-style-type: none"> <li>• Use and apply the rules to spell words with prefixes and suffixes mostly correctly.</li> <li>• Write legibly and consistently using some joins.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some direct speech, punctuating it correctly.</li> <li>• Make some use of fronted adverbials, punctuating them correctly.</li> <li>• Use and maintain the appropriate verb tense in most of their writing.</li> <li>• Spell correctly most of the words from the year 3/4 spelling list.</li> <li>• Write legibly using mostly joined handwriting.</li> <li>• Identify and correct some spelling and punctuation errors in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing, suggesting improvements.</li> </ul>
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National Curriculum Expectations	Skills/Knowledge	Strategies to support
<b>Proofreading</b> For spelling and punctuation errors	Punctuation – as per appendix 1 Spelling knowledge and rules – as per appendix 1 Ability to identify errors	Paired reading aloud to support peer marking Spot the error Model proof reading Use of word mats and dictionaries
<b>Editing</b> evaluate and edit by: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Grammatical knowledge – appendix 1 Reading – texts using a variety of pronouns and sentence structures Automatically re-reading to check for sense	Modelled and shared writing – at the editing stage Success criteria and checklists Collaborative writing Contextual grammar teaching
<b>Refining</b> evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements	Features of form/genre Clarity of purpose and audience Reading and evaluating effective vocabulary, sentence structures, etc.	Discussion of effectiveness in quality texts Shared and collaborative writing Comparing verbs, adjectives – investigating precise meaning, ranking, making choices, etc.

		Focused improvement of a paragraph/section of text
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