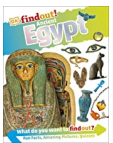




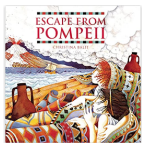

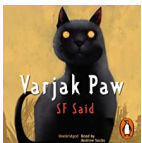
Year 4 Writing Progression

Year 4							
<p>Grammatical Terminology to teach</p> <p>Year 3</p> <p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas(or 'speech marks')</p> <p>Year 4</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>							
Autumn 1							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> • spell words that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in 	<p>Grammar:</p> <ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • extended noun phrases, including with prepositions • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas at the end of lines in poetry • indicating possession by using the possessive apostrophe with singular and plural nouns 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in non-narrative material, using 	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting • write from memory simple sentences, 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Information text • Diary Entry • Myth - retelling • Poetry - nature inspired


Year 4 Writing Progression

	the Home Learning overview				<p>simple organizational devices</p> <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code 	dictated by the teacher, that include words and punctuation taught so far.	
Autumn 2							
Supporting text/s:	<p>Spelling:</p> <ul style="list-style-type: none"> • spell words that are often 	<p>Grammar:</p> <ul style="list-style-type: none"> • using fronted adverbials 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas after 	Oracy:	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing 	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Diary entry

Year 4 Writing Progression

  	<p>misspelled (Appendix1)</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<ul style="list-style-type: none"> • difference between plural and possessive -s • Standard English verb inflections (I did vs Done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<p>fronted adverbials</p> <ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 		<p>and recording ideas</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organizational devices <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' 	<p>horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Non-chron report • Setting desc. • Adventure story
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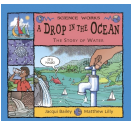

Year 4 Writing Progression

					<p>writing and suggesting improvements</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code 		
Spring 1							
<p>Supporting text/s:</p> 	<p>Spelling:</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelled (Appendix1) • use further prefixes and 	<p>Grammar:</p> <ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including 	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Newspaper report • Internal monologue • Story - missing chapter


Year 4 Writing Progression

	<p>suffixes and understand how to add them</p> <ul style="list-style-type: none"> • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>inflections (I did vs Done)</p> <ul style="list-style-type: none"> • appropriate choice of pronoun or noun to create cohesion • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>with singular and plural nouns</p> <ul style="list-style-type: none"> • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 		<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organizational devices <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Poetry - narrative
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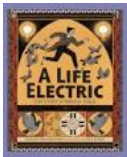


Year 4 Writing Progression

					<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors, using the Brecknock Marking code 		
Spring 2							
<p>Supporting text/s:</p>  	<p>Spelling:</p> <ul style="list-style-type: none"> spell further homophones spell words that are often misspelled (Appendix1) use further prefixes and suffixes and understand how to add them 	<p>Grammar:</p> <ul style="list-style-type: none"> Standard English verb inflections (I did vs Done) extended noun phrases, including with prepositions extending the range of sentences with 	<p>Punctuation:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and 	<p>Transcription:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> Explanation text Persuasive speech WBD narrative

Year 4 Writing Progression

	<ul style="list-style-type: none"> • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 			<p>an increasing range of sentence structures</p> <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organizational devices <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the 	<p>legibility, consistency and quality of their handwriting</p> <ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
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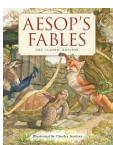
Year 4 Writing Progression

					<p>accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors, using the Brecknock Marking code 		
Summer 1							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with 	<p>Grammar:</p> <ul style="list-style-type: none"> • Standard English verb inflections (I did vs Done) • extended noun phrases, including with prepositions • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Drafting:</p>	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Biography • Non-chron report • Mystery Story

Year 4 Writing Progression

	<p>regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>because, although</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>surrounding inverted commas)</p>		<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organizational devices <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
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Year 4 Writing Progression

					punctuation errors, using the Brecknock Marking code		
Summer 2							
Supporting text/s:  	Spelling: <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a 	Grammar: <ul style="list-style-type: none"> • using fronted adverbials • Standard English verb inflections (I did vs Done) • extended noun phrases, including with prepositions • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing 	Punctuation: <ul style="list-style-type: none"> • using commas at the end of lines in poetry • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, 	Transcription: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting • write from memory simple sentences, dictated by the teacher, that include words and 	Writing outcomes: <ul style="list-style-type: none"> • Setting description • Fable • Balanced argument (Hampstead Heath) • Poetry - cinquain

Year 4 Writing Progression

	<p>word to check its spelling in a dictionary</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>			<p>characters and plot</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organizational devices <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code 	<p>punctuation taught so far.</p>	
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Year 4 Writing Progression