

# Year 4 Writing Progression

Range of writing	<ul style="list-style-type: none"> <li>• <b>Fiction:</b> fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</li> <li>• <b>Non-fiction:</b> newspapers, information texts, explanations</li> <li>• <b>Poetry:</b> classic poems, kennings, haiku, cinquain, poems on a theme.</li> </ul>			
	Key Learning	Autumn Term	Spring Term	Summer Term
<b>Spelling</b>	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y4 Spelling objectives.			
<b>Handwriting</b>	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y4 handwriting objectives.			
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Create multi-clause sentences with adverb starters <i>e.g. Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>• Use commas to mark clauses in multi-clause sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use sentences with an adverb starter <i>e.g. Cautiously, Lila approached the fire fiend.</i></li> <li>• Use a comma after an adverb starter.</li> </ul>	<ul style="list-style-type: none"> <li>• Create multi-clause sentences with adverb starters <i>e.g. Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>• Use a comma to separate the clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use multi-clause sentences with adverb starters in own writing, <i>e.g. Patiently waiting by the harbour, the people gazed at the horizon.</i></li> <li>• Use a comma to separate the clauses.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when <i>e.g. As the clock struck twelve, the soldiers sprang into action.</i></li> <li>• Create sentences with fronted adverbials for where <i>e.g. In the distance, a lone wolf howled.</i></li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when <i>e.g. As the clock struck twelve, the soldiers sprang into action.</i></li> <li>• Use a comma after the fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for where <i>e.g. In the distance, a lone wolf howled.</i></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 <i>e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i></li> <li>• Use commas after fronted adverbials.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech <i>e.g. 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 <i>e.g. The tour guide announced, "Be back here at four o' clock."</i></li> <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>• Identify, select and effectively use pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns <i>e.g. third person in narratives (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 <i>e.g. second person in persuasion (you, your, yours).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns <i>e.g. 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>• Use nouns for precision, <i>e.g. burglar rather than man, bungalow rather than house.</i></li> <li>• Explore, identify, collect and use noun phrases <i>e.g. the crumbly cookie with tasty marshmallow pieces</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use nouns for precision, <i>e.g. 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 <i>e.g. the pale-faced boy with hair like straw.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore, identify and use Standard English verb inflections for writing <i>e.g. 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 in writing <i>e.g. 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 possessive apostrophe correctly.</li> </ul>			<ul style="list-style-type: none"> <li>• Correctly use possessive apostrophes with plural nouns.</li> </ul>
<b>Composition: Planning</b>	<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>• Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, <i>e.g. logically sequenced steps and technical vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, <i>e.g. logically sequenced steps and technical vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, <i>e.g. logically sequenced steps and technical vocabulary.</i></li> </ul>
<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>• Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.</li> </ul>	<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>• Use different sentence structures (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>• Improve a passage prepared by the teacher 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 paragraphs to organise writing in fiction and non-fiction texts.</li> </ul>	<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>		

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	<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>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>
<b>Composition: Evaluating and Editing</b>	<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>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>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</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.</li> <li>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.</li> <li>Improve writing in the 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 range of audiences.</li> </ul>	<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.</li> <li>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>