

Writing Progression | Year 4

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context			
<p>(Key performance indicators in bold)</p> <p>Planning</p> <ul style="list-style-type: none"> Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas <p>Drafting</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Structure</p> <ul style="list-style-type: none"> Organising paragraphs around a theme. <p>Range and devices</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (for example headings and subheadings) <p>Edit and proof-read</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors <p>Evaluate own writing</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own writing and suggesting improvements <p>Oral presentation of writing</p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear 	<p>Vocabulary, grammar and punctuation Text</p> <ul style="list-style-type: none"> Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme <p>Sentence Construction</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> Using fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g., <i>the teacher</i> expanded to <i>the strict maths teacher with the curly hair</i> Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition Using and punctuating direct speech [speech marks and other supporting punctuation] <p>Punctuation</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns <p>Terminology</p> <ul style="list-style-type: none"> determiner pronoun/possessive pronoun adverbial <p>Standard English</p> <ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) <p>Writing Transcription</p> <ul style="list-style-type: none"> Uses further prefixes and suffixes and understand how to add them (English Appendix 1 page 59-64) Spells further homophones Spells words that are often misspelt (English Appendix 1) Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined There is an increased legibility, consistency and quality to their handwriting Places the possessive apostrophe accurately in words with regular plurals [for example, <i>girls'</i>, <i>boys'</i>] and in words with irregular plurals [for example, <i>children's</i>] Uses the first two or three letters of a word to check its spelling in a dictionary 	<p>Autumn (Saxons and Scots)</p> <ul style="list-style-type: none"> Narrative: Traditional myth – retelling of Beowulf Narrative: Fantasy – The Dreamgiver Recount: newspaper report about Sutton Hoo Recount: visit to West Stow Non-Chronological report: Life in an Anglo-Saxon settlement (West Stow) Poetry: Harvest theme 	<p>Spring (Vikings, Saxons and the struggle for England)</p> <ul style="list-style-type: none"> Narrative: setting description and dialogue – Home Sweet Home. Recount: Diary of Shackelton Explanation: linked to Antarctica Balanced Argument: Do the Vikings deserve their reputation? Poetry – kennings poetry about the Vikings, poems linked to Antarctica 	<p>Summer (Home and Away)</p> <ul style="list-style-type: none"> Narrative: fantasy – own version of The Lost Thing Recount: visit to Minsmere Report: The Rainforest Instructions: How to look after our lost thing. Persuasion: to conserve the habitats of living things – linked to Kapok Tree 	
		<p>Possible writing stimulus</p> <ul style="list-style-type: none"> Beowulf (Rob Lloyd Jones) Anglo-Saxon Boy (Tony Bradman) The King Who Threw Away His Throne (Terry Deary) Various non-fiction books about the Anglo Saxons (www.booksfortopics.com) The Dreamgiver (Literacy Shed) 	<p>Possible writing stimuli</p> <ul style="list-style-type: none"> Home Sweet Home (Literacy Shed) The Saga of Erik the Viking (Terry Jones) The Vikings: Raiders, Traders and Adventurers! (Marcia Williams) Arthur and the Golden Rope (Joe Todd Stanton) Why Water's Worth It (Lori Harrison) A Drop in the Ocean: The Story of Water (Jacqui Bailey & Matthew Lilly) Various non-fiction books about the Vikings (www.booksfortopics.com) Raiders! (Lynne Benton) 	<p>Possible writing stimuli</p> <ul style="list-style-type: none"> The Lost Thing (Shaun Tan) Window (Jeannie Baker) The Great Kapok Tree (Lynne Cherry) 	
		Spelling			
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls'</i>, <i>boys'</i>] and in words with irregular plurals [for example, <i>children's</i>] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far proof-read for spelling errors 			
<p>Autumn Spelling Shed Units</p> <ol style="list-style-type: none"> homophones or near homophones. The prefix 'in-' can mean both 'not' and 'in'/'into.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' The prefix 'sub-' which means under or below. The prefix 'inter-' means between, amongst or during. Challenge Words The suffix '-ation' is added to verbs to form nouns. The suffix '-ation' is added to verbs to form nouns. Adding -ly to adverbs. become '-ly.' Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' Word with the 'sh' sound spelled ch. Challenge Words 	<p>Spelling Shed Units</p> <ol style="list-style-type: none"> Adding the suffix '-ion.' Adding the suffix '-ous.' The suffix '-ous.' The 'ee' sound spelled with an 'i.' The suffix '-ous.' Challenge Words The 'au' digraph The suffix '-ion' when the root word ends in 't' or 'te' The suffix '-ion' when the root word ends in 'ss' or 'mit.' The suffix '-cian' used instead of '-sion' Adding '-ly' to create adverbs of manner. Challenge Words 	<p>Spelling Shed Units</p> <ol style="list-style-type: none"> Homophones The /s/ sound spelled c before 'i' and 'e'. Word families. 'sol Word families. 'phon Prefixes – 'super-' 'anti' and 'auto.' The prefix bi- meaning two. Challenge Words Plural possessive apostrophes. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4. 			
<p>Learning Spellings</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Learn words from personal list (if applicable) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups. 					