



Writing Progression Years 3 – 4 (from T4W)



		Year 3 (Consolidate Year 2)	Year 4 (Consolidate Year 3)			
Transcription		<p>Spell a range of common homophones (e.g. berry/bury, break/brake, grown/groan) Write words spelt ei, ey or eigh Write words spelt ch e.g. scheme, chemist, chef, brochure Spell correct word families based on common words, for example – solve, solution, solver. Identify the root in longer words.</p> <p>Use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- Spell some words with the suffixes: -ation, -ly, -sure, -tion, sion and -ssion Embed use of apostrophe for a range of contractions and for singular nouns Beginning to use apostrophes for plural possession Use dictionaries to aid checking of spelling (use first 2 letters of a word) Spell some words from the Y3/Y4 Statutory Word List Applies the spelling rules from Appendix 1.</p> <p>Write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught.</p>	<p>Write words spelled so eg: science, discipline, crescent. Write words ending with gue and que eg: league, tongue, antique. Spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen Spells most words correctly including those from year 3/4 word list Spell the commonly misspelt words from the Y3/4 word list</p> <p>Use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto-. Add suffixes which begin with a vowel eg: forget / forgetting Add suffixes -ous, -sion, -ssion, -tion, -cian and -ly eg: completely, basically – from the full range from the Y3/Y4 spelling appendix Use apostrophes to mark singular and plural possession. Use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word. Spell most words from the Y3/Y4 Statutory Word List Apply the spelling rules from Appendix 1</p> <p>Write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far.</p>			
	Hand writing	<p>Writing is legible. Letters are consistent in size and formation. Capital letters are the correct size relative to lower case. Writing is spaced sufficiently so that ascenders and descenders do not meet. Diagonal and horizontal strokes are used consistently to join letters. Know which letters, when adjacent to one another, are best left un-joined. Can refrain from joining a capital letter.</p>	<p>Writing is legible and fluent. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Downstrokes of letters are mostly parallel and equidistant. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently.</p>			
Contexts for Writing	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Write coherently, for a range of purposes across the curriculum, showing some features of the genre being taught.</p>	<p>Discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar. Write effectively, for a range of purposes, across the curriculum and with a growing awareness of the reader, using some appropriate features.</p>				
Composition	Planning	<p>Talk about and record initial ideas. Composing and rehearsing sentences orally (including dialogue). Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid Plan opening around: character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning Non-Fiction Secure use of planning tools: Text map/ washing-line / 'Boxing-up' grid Introduction Develop hook to introduce and tempt reader in Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending could include personal response, extra information, reminders e.g. information boxes/ Five Amazing Facts / Wow comment</p>	<p>Discussing and developing initial ideas in order to plan before writing. Composing and rehearsing sentences orally (including dialogue). Fiction Secure use of planning tools: e.g. story map /story mountain /story grids / 'Boxing-up' grids (Refer to Story Types grids) Plan opening around: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story: Introduction, Build-up, Problem / Dilemma, Resolution, Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid Use paragraphs consistently to organise ideas around a theme: Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives Use of bullet points, diagrams</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Introduction</td> <td style="width: 40%;">Middle section(s)</td> <td style="width: 30%;">Ending</td> </tr> </table> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	Introduction	Middle section(s)	Ending
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	Drafting	<p>Organise paragraphs broadly around a theme with some scaffolding. Write chronological narratives with a clear structure and appropriate features. Write in sequence. In non-narrative, using simple organisational devices (headings and subheadings). Describe characters, settings and/or plot in simple ways adding some interesting detail. Viewpoint (opinion, attitude, position) is expressed. Writing is enhanced by the pupil's positive attitude towards writing as is apparent in asides or direct address to the reader, the choice of vocabulary and use of humour.</p>	<p>Organise writing into appropriate sections or paragraphs – both for fiction and non-fiction. Beginning to open paragraphs to signal change e.g. in mood, action, setting, time or to introduce a new speaker (dialogue) or subject. Appropriately use a range of organisational devices including use of headings, subheadings and bullet points in non-narrative material. Describe characters, settings and plot with some appropriate interesting details. Characters are created with some interaction of description and feeling. Use dialogue [note: balance between dialogue and narrative may be uneven]. Viewpoint is established and generally maintained. In narrative, attempts are made to vary the pace. In narrative, a range of devices are used to describe and shift settings, signal time and inject suspense.</p>			
	Editing	<p>Evaluate own and others' writing – with direction.</p> <p>Proofread and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary.</p> <p>Draft and edit after discussion with teacher or peers and re-read own writing.</p> <p>Make suggestions for improvements including grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences with support.</p>	<p>Evaluate own and others' writing with increasing independence.</p> <p>Proofread and edit own writing to check for spelling, meaning, correct and consistent use of tense.</p> <p>Make suggestions for improvements including content, composition, grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>			
Performing	<p>Read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard.</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>				



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Vocabulary, Punctuation and Grammar	T4W	<p>Vary long and short sentences (long sentences to add description or information; short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.)</p> <p>Embellished simple sentences:</p> <ul style="list-style-type: none"> ➢ Adverbs of manner starters to add detail (e.g. Carefully, Amazingly,) ➢ Adverbial phrases used as a 'where', 'when', or 'how' starter (fronted adverbials) (e.g. a few days ago, at the back of the eye, In a strange way) ➢ Prepositional phrases to place the action (e.g. on the mat, behind the tree, in the air) ➢ Appropriate adjectives <p>Compound sentences (Coordination): using conjunctions for, and, nor, but, or, yet, so</p> <p>Complex sentences (Subordination): With a range of subordinating conjunctions including when, if, because, although.</p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. The boy, whose name is George, thinks he is very brave.</p> <p>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered</p> <p>Expanded noun phrases - to describe and specify</p>	<p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with a wide range of subordinating conjunctions</p> <p>-'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Expanded noun phrases for clarity by selecting appropriate adjectives and modifying with a prepositional phrase (e.g. the strict maths teacher; the strict maths teacher with curly hair; the strict maths teacher with curly hair and small glasses on the end of his large nose)</p> <p>Vary word order in sentences.</p> <p>Use simple modifiers to create shades of meaning or to intensify or emphasise e.g. very, quite, extremely, terribly, slightly, fairly, rather</p>
	Vocabulary	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (they, they boys, our gang)</p> <p>Select nouns to be specific e.g. poodle rather than dog</p> <p>Select some collective nouns for description</p> <p>Beginning to use stylistic features to create effects in writing e.g.</p> <ul style="list-style-type: none"> o alliteration o simile <p>Prepositions e.g. Next to, by the side of, In front of, during, through, throughout, because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p>	<p>Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>Confidently use stylistic features to enhance description e.g.</p> <ul style="list-style-type: none"> o alliteration o similes o metaphor o emotive phrase <p>Prepositions at, underneath, since, towards, beneath, beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p>
	Grammar	<p>Using the present perfect form of verbs instead of the simple past to mark the relationship of time and cause (He has gone out to play contrasted with He went out of play.)</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel.</p> <p>Correct and consistent use of tense</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble).</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of).</p>	<p>Fronted adverbials (for example Later that day,)</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English verb inflections instead of local spoken forms (I did vs I done)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Accurate use of verb forms:</p> <ul style="list-style-type: none"> o Subject/ verb agreement o Present and past perfect form of verb (instead of simple past) <p>Maintain person and accurate tense.</p>
	Punctuation	<p>Demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession</p> <p>Identify direct speech and begin to use inverted commas for direct speech.</p> <p>Introduction to colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on.</p>	<p>Use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and use apostrophes correctly for both omission and possession.</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"].</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names].</p> <p>Accurate use of commas after fronted adverbials.</p> <p>Some evidence of using commas to demarcate clauses and give clarity within a complex sentence.</p>
	Grammatical Terms	<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>determiner, synonyms, relative clause, relative pronoun, imperative, colon for instructions</p>	<p>determiner, pronoun, possessive pronoun, adverbial (fronted adverbial)</p> <p>Bossy verbs - imperative Tense (past, present, future), generaliser, relative clause, relative pronoun, alliteration, simile – 'as' / 'like' Synonyms, apostrophe – plural possession</p>
	Alan Peat (+ consolidate previous)grou	<p>Verb, person sentences</p> <p>If, if , if, then sentences</p> <p>Double ly sentences</p> <p>Paired Conjunctions sentences</p> <p>Simile sentences</p>	<p>2 adjective pairs sentences</p> <p>3_ed sentences</p> <p>Emotion word, comma sentences</p> <p>Personification of weather sentences/ This is that sentences</p> <p>Last word, first word sentences</p> <p>Then & Now sentences</p>