





# Writing Progression Years 3 – 4 (from T4W)



Vocabulary, Punctuation and Grammar	T4W Word and Sentence (to include in model texts and teach)	<p><b>Vary long and short sentences</b> (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><b>Embellished simple sentences:</b></p> <ul style="list-style-type: none"> <li>➤ Adverbs of manner starters to add detail (e.g. Carefully, Amazingly,)</li> <li>➤ 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)</li> <li>➤ Prepositional phrases to place the action (e.g. on the mat, behind the tree, in the air)</li> <li>➤ Appropriate adjectives</li> </ul> <p><b>Compound sentences (Coordination):</b> using conjunctions for, and, nor, but, or, yet, so</p> <p><b>Complex sentences (Subordination):</b> With a range of subordinating conjunctions including when, if, because, although.</p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b> e.g. The boy, whose name is George, thinks he is very brave.</p> <p><b>Sentence of 3 for description e.g.</b> Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. Dragons are found across the world.</p> <p><b>Dialogue –powerful speech verb</b> e.g. "Hello," she whispered</p> <p><b>Expanded noun phrases</b> - to describe and specify</p>	<p><b>Long and short sentences:</b> 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><b>Start with a simile</b> 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><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences: (Subordination)</b> Main and subordinate clauses with a wide range of subordinating conjunctions</p> <p><b>-'ed' clauses as starters</b> e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -'ing' clauses as starters</b> e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>Drop in -'ing' clause</b> e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> 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><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue</b> - verb + adverb - "Hello," she whispered, shyly.</p> <p><b>Expanded noun phrases</b> 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"> <li>o alliteration</li> <li>o simile</li> </ul> <p><b>Prepositions</b> e.g. Next to, by the side of, In front of, during, through, throughout, because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b> e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p>	<p><b>Proper nouns</b> 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"> <li>o alliteration</li> <li>o similes</li> <li>o metaphor</li> <li>o emotive phrase</li> </ul> <p><b>Prepositions</b> at, underneath, since, towards, beneath, beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative adjectives</b> 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 <b>conjunctions</b> (e.g. when, before, after, while, so, because), <b>adverbs</b> (e.g. then, next, soon, therefore) or <b>prepositions</b> (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"> <li>o Subject/ verb agreement</li> <li>o Present and past perfect form of verb (instead of simple past)</li> </ul> <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 &amp; Now sentences</p>