

## Progression in Writing – Year 4

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<b>Grammar and Punctuation</b>  determiner/possessive determiners expanded noun phrases word classes subordination complex sentences conjunctions coordinating conjunctions rhetorical question past perfect/present perfect regular/irregular plurals direct/indirect speech	<ul style="list-style-type: none"> <li>➤ Revision of full stops and capital letters, commas, verbs, adverbs adjectives and nouns</li> <li>➤ Revise use of commas in lists</li> <li>➤ Revise use of apostrophe for singular and regular plural nouns</li> <li>➤ Use of capital letter for wider context e.g. Hotels, titles, landmarks</li> <li>➤ Use conjunctions to extend sentences</li> <li>➤ Use prepositions for placement and time</li> <li>➤ Use pronouns to replace nouns and avoid repetition</li> <li>➤ Identify and use correctly the present and past tense of verbs; revise the present perfect/past perfect</li> <li>➤ Ensure the auxiliary verb and the main verb agree</li> <li>➤ Use inverted commas to punctuate direct speech</li> <li>➤ Identify direct and indirect speech</li> <li>➤ Revise correct subject verb agreement e.g. <i>Where were/was you? You were/was..</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Vary verbs using synonyms</li> <li>➤ Use cohesive devices to vary sentence types using fronted adverbials and varied conjunctions</li> <li>➤ Use modifying adjectives to form noun phrases</li> <li>➤ Punctuate clauses accurately using varied punctuation; provide dictations to develop this</li> <li>➤ Introduce rhetorical question</li> <li>➤ Use a wide range of prepositions</li> <li>➤ Change statements into questions</li> <li>➤ Use fronted adverbials</li> <li>➤ Identify and use adverbs which do not end in 'ly'</li> <li>➤ Ensure correct use of determiners 'these' and 'those'; identify determiners that are quantifiers e.g. <i>some, every</i></li> <li>➤ Identify and discuss examples with double negative e.g. <i>Don't nobody get on the bus</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify different word classes</li> <li>➤ Identify and use the present perfect and the past perfect tense</li> <li>➤ Identify and use multi-clause sentences; model use of a comma to separate clauses</li> <li>➤ Use an apostrophe accurately for omissions and possession</li> <li>➤ Use regular and irregular plural nouns e.g. <i>children's</i></li> <li>➤ Identify possessive determiners e.g. <i>my, yours, hers, his, their</i></li> <li>➤ Have increasing control of a variety of verb forms; practise changing from one tense to another</li> <li>➤ Revise present/past perfect verb forms in context</li> <li>➤ Explore words which can be either two or three word classes, depending on the context</li> <li>➤ Apply the rules of standard English; model correct verb forms orally.</li> </ul>

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<b>Spelling</b>  <b>Spelling Shed Scheme Level 4</b>	<ul style="list-style-type: none"> <li>➤ Write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules</li> <li>➤ Apply spelling knowledge to use a dictionary more efficiently</li> <li>➤ Locate words using 2<sup>nd</sup> and 3<sup>rd</sup> letter</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Spell homophones and near homophones</li> <li>➤ The prefixes: in, il, ir, sub, inter</li> <li>➤ The suffixes: -ation, -ly, -le,</li> <li>➤ Sh spelled 'ch'</li> <li>➤ Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>➤ The suffixes: -ion, -sion, -ous, -tion, cian</li> <li>➤ ee spelled 'i'</li> <li>➤ au digraph</li> <li>➤ Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Homophones</li> <li>➤ The /s/ sound spelled c before 'i' and 'e'.</li> <li>➤ Similar spellings, root words and meanings – word families</li> <li>➤ The prefixes: super, anti and auto</li> <li>➤ The prefix bi-meaning two</li> <li>➤ Plural possessive apostrophes</li> <li>➤ Revision of Level 4</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ To increase the legibility, consistency and quality of their handwriting (e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> <li>➤ To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</li> </ul>		
<b>Planning, Writing &amp; Editing</b>	<ul style="list-style-type: none"> <li>➤ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>➤ Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader</li> <li>➤ Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</li> </ul>		
<b>Awareness of audience/ purpose and structure</b>	<ul style="list-style-type: none"> <li>➤ Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</li> <li>➤ Write a range of narratives that are well- structured and well-paced</li> <li>➤ Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere</li> <li>➤ Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</li> </ul>		