

Year 4 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ I write from memory simple dictated sentences that include words and punctuation taught. ▪ My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. ▪ I write a narrative with a clear structure, setting, characters and plot. ▪ I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction) ▪ I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them). ▪ My endings are developed and close the narrative appropriately relating to the beginning or a change in a character. 	<ul style="list-style-type: none"> ▪ All my sentences are correctly demarcated. ▪ I use the apostrophe for omission and possession. – (women’s rights, boys’ cloakroom) ▪ I secure the use of punctuation in direct speech-, including a comma after the reporting clause. (The conductor shouted, “Sit down!”) ▪ I almost always use commas for fronted adverbials. 	<ul style="list-style-type: none"> ▪ I use a range of sentences with more than one clause- through use of conjunctions. ▪ <i>‘We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’</i> ▪ I use of a wider range of conjunctions, such as, although, however, despite, as well as: ▪ I use the correct article ‘a’ or ‘an’. ▪ My sentences are often opened in different ways to create effects. ▪ I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen. I remembered to write ‘they’, ‘it’, and ‘she’ every other time, so that my writing was less repetitive). ▪ I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; ‘I forgot to put the comma after a fronted adverbial’; realise the spelling of properly is wrong). ▪ I use fronted adverbials of place, time and manner, including the use of a comma. (‘Later that day, I went shopping’, ▪ I use expanded noun phrases with modifying adjectives. (‘The strict teacher with curly hair.’) ▪ I use adverbs and prepositions to express time, place and cause. ▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. ▪ I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he’s) 	<ul style="list-style-type: none"> ▪ I use the first two or three letters of a word to check its spelling in a dictionary. ▪ I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian) ▪ I use plural ‘s’ and possessive ‘s’ correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.) ▪ I recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) ▪ I spell identified commonly misspelt words from the Year 3 and 4 word list. 	<ul style="list-style-type: none"> ▪ I use the diagonal and horizontal strokes that are needed to join letters. ▪ I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x ▪ I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.