

Year 4 Writing Progression

Text Types Covered and Jane Considine Units			Handwriting Expectations
BOOK	Genre	Text Type	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of his/her 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
Digestive Explanation based on Gut Garden – A journey into the wonderful world of your microbiome - Jane Considine	Non- Fiction	Explanation	
Charlie and the Chocolate Factory _ Roald Dahl	Fiction	Adventure Story	
Sicily Holiday Brochure - Jane Considine	Non - Fiction	Holiday Brochure	
Still I Rise – Maya Angelou	Poetry	Poetry	
Journey – Aaron Becker	Fiction	Adventure Story	
The River – Valerie Blook	Poetry	Poetry	
The Creature – Jane Considine	Non- Fiction	Newspaper Report	
The Whale – Ethan And Vita Murrow	Fiction	Mystery Story	
Bike Boy – Jane Considine	Fiction	Adventure Story	
The Wizards of Once – Cressida Cowell	Non- Fiction	Newspaper Report	
Once Upon A Raindrop - James Carter	Non- Fiction	Script for a factual tour	
Aladdin and the Enchanted Lamp – Phillip Pullman	Fiction	Traditional Tale	

Spelling	Composition	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- Understand and add suffixes -ation, -ous Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/reign/rein, scene/seen, weather/whether, whose/who's Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1) Spell words with the 's' sounds spelt 'sc' e.g. science, scene Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's 	<ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by organising paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Draft and write non-narrative material, using simple organisational devices Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs around a theme Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" – a comma after the reporting clause; end punctuation within inverted commas Use apostrophes to mark plural possession e.g. the girl's name, the girls' names

<ul style="list-style-type: none">• Use the first three or four letters of a word to check its spelling in a dictionary• Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far	<ul style="list-style-type: none">• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of commas for fronted adverbials• Confidently read his/her 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	<ul style="list-style-type: none">• Use commas after fronted adverbials• Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial
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