

## Year 4 Writing Progression

Text Types Covered and Jane Considine Units			Handwriting Expectations
BOOK	Genre	Text Type	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>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</li> </ul>
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"> <li>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</li> <li>Understand and add suffixes -ation, -ous</li> <li>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. <b>invention, discussion, tension, magician</b></li> <li>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. <b>rogue, tongue, antique, unique</b></li> <li>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</li> <li>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</li> <li>Spell words with the 's' sounds spelt 'sc' e.g. <b>science, scene</b></li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. <b>girls', boys'</b> and in words with irregular plurals e.g. <b>children's</b></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Plan his/her writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</li> <li>Draft and write by organising paragraphs around a theme</li> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> <li>Draft and write non-narrative material, using simple organisational devices</li> <li>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Understands the grammatical difference between plural and possessive -s</li> <li>Use standard English forms for verb inflections instead of local spoken forms e.g. <b>we were instead of we was, or I did instead of I done</b></li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <b>the teacher expanded to: the strict maths teacher with curly hair.</b></li> <li>Use fronted adverbials e.g. <b>Later that day, I heard the bad news.</b></li> <li>Use paragraphs around a theme</li> <li>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <b>The conductor shouted, "Sit down!"</b> – a comma after the reporting clause; end punctuation within inverted commas</li> <li>Use apostrophes to mark plural possession e.g. <b>the girl's name, the girls' names</b></li> </ul>

<ul style="list-style-type: none"><li>• Use the first three or four letters of a word to check its spelling in a dictionary</li><li>• Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of commas for fronted adverbials</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Use commas after fronted adverbials</li><li>• Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</li></ul>
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