







Year 4 Writing Progression Document

Text		 Stig of the Dump	 The Iron Man	 Nothing to See Here Hotel	 The Lost Whale to Mum	 Space Band	 Varjak Paw
Outcomes		Description Recount (personal)	Description Explanation	Newspaper Advertising	Narrative Letter	Biography Poster	Poetry Description
Purposes Covered		Entertain Inform	Entertain Inform	Inform Persuade	Entertain Persuade	Inform Persuade	Entertain Entertain
Sentence Coverage (these may be taught multiple times throughout the sequence)	Grammar	Use coordinating conjunctions to link two main ideas (Badgers sleep in the day <u>and</u> look for food at night) Use subordinating conjunctions in the middle of sentences Use subordinate clauses to add detail or context ( <u>Although</u> he was scared, he still entered) Use expanded noun phrases to add detail & description (the dark, gloomy cupboard under the stairs) Sentences with different forms: statement, question, exclamation, command Use past and present tense Use fronted adverbials to show how/when an event occurs Use headings and sub-headings to aid presentation		Use subordinate clauses to add detail or context ( <u>Although</u> he was scared, he still entered) Use fronted adverbials to show how/when an event occurs Use imperative verbs to convey urgency ( <u>Buy</u> it today! <u>Listen</u> very carefully.) Use rhetorical questions to engage the reader Use expanded noun phrases to add detail & description ( <u>our fantastic resort</u> has <u>amazing facilities</u> ) Use of paragraphs to organise ideas around a theme Use nouns and pronouns for clarity and cohesion Begin to use present perfect tense to place events in time (This week, we <u>have visited</u> the Science Museum)		Use of paragraphs to organise ideas around a theme Use headings and sub-headings to aid presentation Use nouns and pronouns for clarity and cohesion (The crept into Mino's great labyrinth. Inside <u>the maze</u> ...) Use imperative verbs to convey urgency ( <u>Buy</u> it today! <u>Listen</u> very carefully.) Use rhetorical questions to engage the reader Begin to use present perfect tense to place events in time (This week, we <u>have visited</u> the Science Museum) Use fronted adverbials to show how/when an event occurs	
	Punctuation	Use capital letters Consolidate four main punctuation marks ( . , ! ? ) Commas to separate items in a list Use commas after fronted adverbials and subordinate clauses Use commas to mark subordinate clauses Use bullet points Use apostrophes to mark possession & contraction		Use inverted commas for direct speech Use commas after fronted adverbials and subordinate clauses Use ? ! for rhetorical & exclamatory sentences Use commas after fronted adverbials and subordinate clauses Possessive apostrophe in regular and irregular plurals. Use apostrophes to mark possession & contraction		Use commas after fronted adverbials and subordinate clauses Use inverted commas for direct speech Use apostrophes to mark possession & contraction Possessive apostrophe in regular and irregular plurals. Use bullet points Consolidate four main punctuation marks ( . , ! ? )	
Writing (transcription & composition)		Write from memory sentences, dictated by the teacher, that includes words and punctuation taught so far. Use joined handwriting with increasing accuracy Discuss and record ideas In non-narrative material, use organisational devices (headings and sub-headings) Proofread for spelling and punctuational errors		Use joined handwriting with accuracy Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme In narratives, create settings, characters and plot Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements Read their 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	
Spelling		Prefixes 'mis', 'un', 'in' and 'dis' Words ending in 'sure'	Prefix 'auto' Suffix 'ly' Prefix 'inter'	The 'ay' sound spelt 'eigh', 'ei', 'ey' Words ending in 'ous'	The 's' sound spelt 'sc' Words ending in 'sion'	Prefix 'il' and revising 'un', 'in', 'mis' and 'dis' The 'c' sound spelt 'que' and 'g' sounds spelt 'gue'	Prefix 'ir' Suffix 'ion'