



William Martin Schools and Nursery & St James' Church of England Primary School



Writing Progression

KPIs from Year 3 that will need to be covered in addition to the Year 4 curriculum:

<ul style="list-style-type: none"> • Spell most words from the Year 3 statutory spelling list • Spell most words in the contracted form correctly. • Use the suffixes revised from Y2 accurately on most occasions. 	<ul style="list-style-type: none"> • Use apostrophes for possession correctly on most occasions. • Use inverted commas to punctuate speech on many occasions. 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions, adverbs and prepositions on many occasions. 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting on many occasions
<ul style="list-style-type: none"> • Discuss and record ideas, composing sentences orally. • In narratives, create settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 			<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors

KPIs are written in red.

Assessment period	Year 4		
	Transcription/grammatical features	Composition	
Autumn	Sp	<ul style="list-style-type: none"> • Spell some words from the Year 4 statutory spelling list • Spell rare GPCs (i.e. ei, eigh, ey) taught in Y3 accurately most of the time. <p>In specific spelling activities, spell by:</p> <ul style="list-style-type: none"> -Adding the prefixes in-, il-, im- and ir- -Adding suffixes beginning with a vowel to words of more than one syllable (-ing, -en, -er, -ed) -Spell homophones: peace/piece, main/mane, fair/fare -Use possessive apostrophe with singular proper nouns (Cyprus's population) 	<p>By the end of the Autumn term, pupils can write using <u>some</u> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plots with increasing confidence. • in non-narrative material, using organisational devices. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors with increasing accuracy <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
	P	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks almost always correctly, with minimal reminders. • Use commas in a list and apostrophes for contracted words independently almost always • Use inverted commas to demarcate speech correctly on many occasions • Place punctuation inside inverted commas 	
	G	<p>By the end of the Autumn term, pupils demonstrate <u>some</u> understanding of and:</p> <ul style="list-style-type: none"> • Know the grammatical difference between plural and possessive –s • Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] with increasing accuracy • Write 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 [for example, Later that day, I heard the bad news.] • Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	
	H	Use joined handwriting in independent writing	



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Spring	Sp	<ul style="list-style-type: none"> • Spell many words from the Year 4 statutory spelling list <p>In specific spelling activities, spell by:</p> <ul style="list-style-type: none"> -learning to spell using word endings such as 'ture', 'tion', 'sion', 'ssion' and 'cian'. -learning to spell using prefixes: anti- and inter- -learning to spell using suffixes: -ation -Spell homophones: scene/seen, male/mail, bawl/ball 	<p>By the end of the Spring term, pupils can write using <u>many</u> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plots with increasing confidence. • in non-narrative material, using organisational devices. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors with increasing accuracy <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
	P	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks almost always correctly, with minimal reminders. (Errors only in ambitious sentences/texts) • Use inverted commas to indicate direct speech • Begin to use other speech punctuation: end of speech question mark, exclamation mark, comma; comma separate reporting clause from speech. • Place punctuation inside inverted commas • Begin to use apostrophes to mark plural possession. 	
	G	<p>By the end of the Spring term, on <u>many</u> occasions pupils demonstrate an understanding of and:</p> <ul style="list-style-type: none"> • Know the grammatical difference between plural and possessive –s • Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] with increasing accuracy • Write 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 [for example, Later that day, I heard the bad news.] • Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	
	H	<ul style="list-style-type: none"> • Use joined handwriting in independent writing 	



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Summer	Sp	<ul style="list-style-type: none"> • Spell most words from the Year 4 statutory spelling list • Use prefixes taught in Y3 'un', 'dis', 'in', 're', 'sub', 'inter', 'super', 'anti' and 'auto'. • Use apostrophes correctly for possession, including singular and plural most of the time. <p>In specific spelling activities, spell by:</p> <p>-learning to spell using rare GPCs, 's' spelt 'sc'</p> <p>-learning to spell using word endings such as 'ture', 'tion', 'sion', 'ssion' and 'cian'.</p> <p>-learning to spell using suffixes: exceptions for 'ly' and 'ous'</p> <p>-Spell homophones: whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p>	<p>By the end of the Summer term, pupils can write using <i>most</i> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plots with increasing confidence. • in non-narrative material, using organisational devices. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors with increasing accuracy <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
	P	<ul style="list-style-type: none"> • Begin to use other speech punctuation: end of speech question mark, exclamation mark, comma; comma separate reporting clause from speech on some occasions. • Place punctuation inside inverted commas 	
	G	<p>By the end of the Summer term, on <i>most</i> occasions pupils demonstrate understanding of and:</p> <ul style="list-style-type: none"> • Know the grammatical difference between plural and possessive –s • Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] with increasing accuracy • Write 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 [for example, Later that day, I heard the bad news.] • Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	
	H	<ul style="list-style-type: none"> • Use joined handwriting in independent writing 	
Guidance for Assessing Greater Depth:	<ul style="list-style-type: none"> • Pupils may be awarded greater depth if they securely meet all of the criteria for transcription and composition each term. • Pupils must also begin to show narrative flair and attempt to use more adventurous language in their work. • Spelling should be secure and mistakes limited to more difficult, uncommon words 		