

Progression in Writing: Year 4

Composition: planning				Key Learning
	<ul style="list-style-type: none"> Identify & discuss the purpose and audience of the writing eg to explain a process to parents. Discuss the structure, vocabulary & grammar needed eg technical vocabulary 	<ul style="list-style-type: none"> Identify & discuss the purpose and audience of the writing eg to teach a lesson to another class eg anti-bullying Discuss the structure, vocabulary & grammar needed to support this eg powerful verbs, opening, build-up, problem, resolution, ending 	<ul style="list-style-type: none"> Identify & discuss the purpose and audience of the writing eg to persuade a group of adults eg HEFA, Young Engineer judges Discuss the structure, vocabulary & grammar needed to support this eg letter layout, emotive language, rhetorical questions 	<ul style="list-style-type: none"> Read & analyse narrative, non-fiction & poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
	<ul style="list-style-type: none"> Discuss and record ideas for planning as appropriate to text type eg story mountain, boxed text 	<ul style="list-style-type: none"> Discuss and record ideas for planning as appropriate to text type eg flow diagram 	<ul style="list-style-type: none"> Discuss and record ideas for planning as appropriate to text type eg creating vocab bank for poetry, refining vocab choices 	<ul style="list-style-type: none"> Discuss and record ideas for planning
Composition: drafting & writing	<ul style="list-style-type: none"> Develop characterisation using action description and dialogue. 	<ul style="list-style-type: none"> Develop characterisation using action description and dialogue. 	<ul style="list-style-type: none"> Develop settings to create atmosphere or suspense. Plan & write an opening paragraph which combines setting & character. 	<ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create atmosphere or suspense. Plan & write an opening paragraph which combines setting & character.
	<ul style="list-style-type: none"> Compose short dialogue between two characters. (one line of speech each) 	<ul style="list-style-type: none"> Compose dialogue to show or give clues about how a character is feeling eg 'You're selfish and dishonest,' shouted Cinderella. 	<ul style="list-style-type: none"> Compose dialogue to show or give clues about how a character is feeling or about the character's personality eg 'Don't worry. You can wear my dress,' Mary reassured her. 	<ul style="list-style-type: none"> Improvise and compose dialogue to show character.
	<ul style="list-style-type: none"> Improve a passage prepared by the teacher with a focus on sentence structure eg one written using simple & compound sentences only. 	<ul style="list-style-type: none"> During composition, use different sentences structures. Orally compose alternatives and select from these according to effect created. Link to VGP 	<ul style="list-style-type: none"> During and after composition, use different sentences structures. Orally compose alternatives and select from these according to effect created. Link to VGP 	<ul style="list-style-type: none"> Use different sentences structures.
	<ul style="list-style-type: none"> Recognise and understand the use of paragraphs to organise writing. 	<ul style="list-style-type: none"> With support, use paragraphs to organise writing to show a new idea or new action ensuring indentation of first word & missing a line between paragraphs. 	<ul style="list-style-type: none"> Use paragraphs to organise writing to show a new idea or new action. 	<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction and non – fiction texts.
		<ul style="list-style-type: none"> Use paragraphs to organise writing, linking ideas across paragraphs using fronted adverbials of time & manner. 	<ul style="list-style-type: none"> Use paragraphs to organise writing, linking ideas across paragraphs using fronted adverbials of time, manner & place. 	<ul style="list-style-type: none"> Link ideas across paragraphs using fronted adverbials.
Composition: evaluating & editing	<ul style="list-style-type: none"> With support, proofread to check for errors in spelling, punctuation & grammar in own writing. (link to SPAG taught as well as own writing targets) 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, punctuation & grammar in own writing. (link to SPAG taught as well as own writing targets) 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, punctuation & grammar in own and others' writing. (link to SPAG taught as well as own writing targets) 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, punctuation & grammar
	<ul style="list-style-type: none"> Discuss own writing with the teacher and make some improvements in the light of discussion. 	<ul style="list-style-type: none"> Discuss own writing with a partner and make some improvements in the light of the discussion. 	<ul style="list-style-type: none"> With a focus on audience and purpose, discuss and propose changes with partners. Improve writing in light of evaluation. 	<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of discussion.

Performing				Key Learning
		<ul style="list-style-type: none"> Use appropriate intonation, one and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, one and volume to present their writing to range of audiences eg celebration worship, other classes. 	<ul style="list-style-type: none"> Use appropriate intonation, one and volume to present their writing to range of audiences
	<ul style="list-style-type: none"> Create and use sentences with an adverb starter. Use a comma after an adverb starter. 	<ul style="list-style-type: none"> Create complex sentences with adverb starters eg Silently trudging through the snow, Sid made his way up the mountain. Use a comma to separate the clauses. 	<ul style="list-style-type: none"> Create and use complex sentences with adverb starters in own writing eg Impatiently waiting at the bus stop, Freda began to moan to her friend. Use a comma to separate the clauses. 	<ul style="list-style-type: none"> Create complex clauses with adverb starters. Use a comma to mark clauses in complex sentences.
	<ul style="list-style-type: none"> Create sentences with fronted adverbials of time & manner eg In the morning, After midnight; Quietly, Anxiously, Use a comma after the fronted adverbial 	<ul style="list-style-type: none"> Create sentences with fronted adverbials of place eg At the bottom of the garden.... Use a comma after the fronted adverbial 	<ul style="list-style-type: none"> Create sentences with fronted adverbials of time, manner & place Use a comma after the fronted adverbial 	<ul style="list-style-type: none"> Create sentences with fronted adverbials of time, manner & place Use a comma after the fronted adverbial
	<ul style="list-style-type: none"> Use inverted commas/speech marks to indicate direct speech. 	<ul style="list-style-type: none"> Use inverted commas/speech marks and other punctuation to indicate direct speech. (comma after reporting clause) 	<ul style="list-style-type: none"> Use inverted commas/speech marks and other punctuation to indicate direct speech. (comma after reporting clause) New speaker, new line 	<ul style="list-style-type: none"> Use inverted commas/speech marks and other punctuation to indicate direct speech.
	<ul style="list-style-type: none"> Identify, select & effectively use pronouns for 3rd person singular & plural incl possessive. (she, her, he, his, him, they, their, theirs, it, its 	<ul style="list-style-type: none"> Identify, select & effectively use pronouns for 2nd person incl possessive (you your yours) 	<ul style="list-style-type: none"> Identify, select & effectively use pronouns for 1st person singular & plural incl possessive (I me my mine, we, us, our, ours) 	<ul style="list-style-type: none"> Identify, select & effectively use pronouns
	<ul style="list-style-type: none"> Use nouns for precision eg pensioner rather than man; cottage rather than house 	<ul style="list-style-type: none"> Explore, identify, collect & use noun phrases eg the pale-faced boy. 	<ul style="list-style-type: none"> Explore, identify, collect & use noun phrases eg the pale-faced youth with strawberry coloured hair. Use nouns for precision eg youth instead of boy. 	<ul style="list-style-type: none"> Use nouns for precision Explore, identify, collect & use noun phrases
	<ul style="list-style-type: none"> Explore, identify and use standard English verb inflections eg we were not we was; I did not we done 	<ul style="list-style-type: none"> Use standard English verb inflections eg we were not we was; I did not we done 		<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections in writing.
	<ul style="list-style-type: none"> Identify and effectively use determiners ie articles - definite indefinite 	<ul style="list-style-type: none"> Identify and effectively use determiners - demonstratives: this/that these/those; possessive 	<ul style="list-style-type: none"> Identify and effectively use determiners - quantifiers: some, any, no, many, much, every 	<ul style="list-style-type: none"> Identify, select & effectively use determiners
	<ul style="list-style-type: none"> Identify & use expanded noun phrases eg the handsome, young youth... 	<ul style="list-style-type: none"> Identify & use expanded noun phrases with info after the noun eg the handsome, young youth with long, curly hair 	<ul style="list-style-type: none"> Identify & use expanded noun phrases with info after the noun eg the handsome, young youth with long, curly hair 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases