




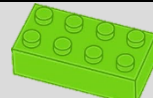


Tower Hill Primary School Writing Progression Framework – Year 4

Year 4	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Discrete, direct teaching of handwriting 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Phase 1	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Plan their writing by: <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 Discussing and recording ideas <ul style="list-style-type: none"> Identifies and uses key organizational features of a shared text in their own writing Draft and write by: <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) <ul style="list-style-type: none"> Writing is clear in purpose Variation in sentence structure includes simple, compound and complex structures Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences Tense choice is appropriate to task and used consistently with few lapses Organising paragraphs around a theme <ul style="list-style-type: none"> Narrative and non-fiction texts are paragraphed Related information is clustered logically In narratives, creating settings, characters and plot <ul style="list-style-type: none"> Narrative writing interests the reader through the development of a coherent plot, characters and settings Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary In non-narrative material, using simple organisational devices <ul style="list-style-type: none"> The reader is engaged through appropriate headings and relevant sub-headings for each paragraph (if appropriate) Evaluate and edit by: <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 <ul style="list-style-type: none"> Proof reading and amending of writing corrects, for example, repetitious language, verb/subject disagreement or lapses in tense Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 Using standard English forms for verb inflections instead of local spoken forms Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Using and punctuating direct speech
Phase 2	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals <ul style="list-style-type: none"> Begin to use a Thesaurus 	<ul style="list-style-type: none"> Pupils use joined handwriting throughout independent writing. 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Selects the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing Draft and write by: <ul style="list-style-type: none"> Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) A range of subordinating conjunctions is used at the beginning and within sentences Narrative and non-fiction texts include an appropriately signalled opening and ending Additional detail and explanation are included 	<ul style="list-style-type: none"> Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using adverbs and prepositions to express time and cause Using conjunctions to express time and cause Indicate grammatical and other features by: <ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns
Phase 3	<ul style="list-style-type: none"> Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 	<ul style="list-style-type: none"> Handwriting speed increases so that problems with forming letters doesn't stop them writing down what they want to say 	<ul style="list-style-type: none"> Achievement of age-related expectations will be evidenced through children making appropriate choices at words, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing in: <ul style="list-style-type: none"> a broad range of forms in increasingly complex contexts for audiences and purposes increasingly beyond the child's personal experience 	<ul style="list-style-type: none"> Begin to use expanded noun phrases to convey complicated information concisely

Spelling principles used as strands		 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence								
		 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity								
		 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)								
Year 4		Vocabulary, Grammar and Punctuation								
Phase 1	Possessive apostrophes for regular singular and plural nouns	<i>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</i>	Prepositions e.g. at, underneath, since, towards, beneath, beyond	Possessive pronouns: yours, mine, theirs ours, hers, his, its	Plurals for nouns ending with a 'y' e.g. baby – babies	Expanded noun phrases e.g. 'The teacher...' to 'The strict English teacher with the grey beard...'	Best guess, investigation and word families for spelling alternative GPCs	Our commonly mis-spelt words: what cues could we use to learn them?	Plural and possessive 's' Review apostrophe use and include use for possession with plural nouns and those ending in 's'	
	Verbs ending in 'y': change the 'y' to an 'i' and add '-es' e.g. carry – carries	A sentence that gives three actions e.g. Tom slammed the door, threw his books on the floor and slumped to the ground	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	<i>Using inverted commas where the speech is preceded by the speaker e.g. Mary yelled, "Sit down"</i>	<i>Standard English forms for verb inflections instead of local spoken forms</i>	Use pupils' writing to decide on priority areas	200 HFW	Review adding -ly to form an adverb. Investigate exceptions to the rule	
	Plural nouns of words ending in 'o'. Know which words to add 's' to, which to add '-es' to and which could take either 's' or '-es'	Powerful verbs: Find synonyms of words to improve effect within sentences	Modal verbs: could, should, would	Compound sentences using all the co-ordinating conjunctions			Syllables: stressed and unstressed vowels.		Roots and affixes Adding -ous suffix Roots and affixes – how roots create a family: word webs e.g. solve (solution, solver, dissolve, insoluble)	
Phase 2	<i>Fronted adverbials followed by a comma e.g. Flying through the air, Harry crashed into a hidden tree.</i>	Repetition to persuade e.g. Fun for now, fun for life	Specific determiners: their, whose, this, that, these, those, which	Embedded clause with an '-ing' verb e.g. Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause.	Comparative and superlative adjectives e.g. happy – happier – happiest	Compound nouns using hyphens	French roots in words e.g. chef, chalet, brochure	Homophones e.g. accept/except, affect/effect, ball/bawl,	Roots and affixes Adding -tion, -sion, -cian	
Phase 3	Informal and formal language	Past perfect continuous verb form: 'had' + past participle + '-ing'					Classical roots in words e.g. Greek: scheme, chorus, echo. Latin: science, discipline.	Words from compulsory Year 3/4 spelling list with unusual GPC e.g. eight/eighth, weight, enough (Anglo Saxon: rough, tough), exercise	Words from compulsory list with affixes e.g. • Prefix: bicycle, disappear, remember • Suffix: Accidentally, complete, experiment, extreme	