

## MPPS Y4 Writing Progression Statements

Working towards the expected standard in Y4
write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing
use expanded noun phrases to describe and add detail to settings and characters
use co-ordinating (or, and, but) and subordinating conjunctions (when, if, that, because)
use prepositions to express place and time
use sentences with different forms in their writing, including statements, questions, exclamations and commands
use present, past, progressive and perfect tense verb forms mostly correctly
demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession
spell common exception words(Year 1-2), spellings with contracted forms and Y1/2 spelling rules correctly
spell some words correctly (Year 3-4)*
write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters increasingly using the diagonal and horizontal strokes to join letters in some of their writing
Working at the expected standard in Y4
write for both fictional and non-fictional purposes, with a growing awareness of the reader (e.g. the use of the first person in a diary)
use expanded noun phrases and adverbials to develop descriptions of settings and characters
use a range of co-ordinating(for, and, nor, but, or, yet, so) and subordinating conjunctions (eg: if, since, after, while, although, whether, when, because, before, until) and subordinating conjunctions
use a range of adverbs to add detail to writing
use preposition phrases to expand noun phrases
use fronted adverbials
use present, past, progressive and perfect tense verb forms accurately
use pronouns and nouns to aid cohesion and avoid repetition
use paragraphs or sections to organise and structure according to purpose and audience
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular and plural possession, inverted commas)
use commas after fronted adverbials and with a reported clause
maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares), a/an</i>
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)
produce legible joined handwriting
make additions, revisions and proof-reading corrections to their own writing
Working at greater depth in Y4
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <sup>[SEP]</sup>
consistently use dialogue sparingly so that it effectively adds detail to the writing
consistently use a range of conjunctions to support cohesion within the writing
use a range of precise vocabulary (nouns, verbs and adjectives)
consistently use the full range of punctuation taught at key stage 1 and in Y3-4 mostly correctly, including inverted commas, apostrophes to mark plural possession in nouns and commas for fronted adverbials
consistently produce legible joined handwriting

## Year 4 Programmes of Study

Year 4 POS	Pupils should be taught to
Writing Transcription - Spelling	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a></li> <li>• spell further homophones</li> <li>• spell words that are often misspelt - see <a href="#">English appendix 1</a></li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
Writing Transcription - Handwriting	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>
Writing – Composition	<ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul> <p>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</p>
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:               <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for years 3 and 4 in [English appendix 2]</li> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> </ul> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>
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## **Appendix 2 (Year 4 Content)**

**Word** The grammatical difference between **plural** and **possessive** –s

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*]

**Sentence** 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*)

**Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

**Text** Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

**Punctuation** Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

**Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]

Use of commas after **fronted adverbials**

**Terminology**

determiner, pronoun, possessive pronoun, adverbial

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

