

Great Bradfords Junior School - WRITING SKILLS PROGRESSION

Year 4

Structure and Purpose Composition Overall Effect	<p>Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and/or events.</p> <p>In non-narrative writing: use a topic sentence to introduce a paragraph, use informative organisational devices (e.g. headings, sub-headings, captions, bullet points).</p> <p>Begin to read aloud their own writing to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>
Vocabulary Composition Overall Effect	<p>Continue to make deliberate ambitious word choices to add detail and engage the reader.</p> <p>Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices e.g. use of nouns and pronouns to avoid repetition, or consistent use of Standard English in formal letter writing.</p> <p>Use precise adjectives for description regularly in expanded noun phrases.</p> <p>Use accurate technical language to suit the requirement of the text.</p>
Narrative writing	<p>Write a range of narratives that are well-structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>In narrative: write stories with a clear structure (including a beginning, build-up, resolution, etc) using paragraphs appropriately.</p> <p>Write an effective and accurate character description or setting using prepositional phrases for locating features.</p>
Planning, Writing and Editing	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures.</p> <p>Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>
Paragraphs	<p>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>

Use of Phrases and Clauses	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p><i>Consistently use a wide range of sentences with varying conjunctions that have more than one clause:</i></p> <p><i>Secure use of co-ordinating conjunctions from KS1- and/but/or</i></p> <p><i>Mostly correct use of other co-ordinating conjunctions – for/so/yet</i></p> <p><i>Secure use of subordinating conjunctions – when/if/because</i></p> <p><i>Mostly correct use of other subordinating conjunctions– although/before/since/while/as/after</i></p> <p>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>
Sentence Construction and Tense Composition sentences	<p>Always maintain an accurate tense throughout a piece of writing.</p> <p>Always use Standard English verb inflection accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p><i>Vary sentence structure by using fronted adverbials.</i></p> <p><i>Effectively use cohesion between sentences and paragraphs:</i></p> <ul style="list-style-type: none"> - <i>Use of nouns and pronouns to support cohesion and avoid repetition.</i> - <i>Use of fronted adverbial phrases of time/manner to join information written in paragraphs.</i>
Punctuation	<p>Use the basic punctuation taught at Key Stage 1 mostly correctly.</p> <p>Use commas for lists and to demarcate fronted adverbials.</p> <p>Use apostrophes to show omission and singular possession.</p> <p>Use apostrophes for plural possession with increasing confidence singular.</p> <p>Use all speech punctuation correctly. The writer uses the correct forms of punctuation within inverted commas (most importantly, the punctuation required when opening and closing direct speech) whilst showing awareness of a new line for a new speaker.</p>
Spelling – statutory words	<p>Spell correctly most words from the year 3/year 4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
Prefixes and Suffixes	<p>Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>Form nouns with the suffix –ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>Spell words with the suffix –ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>

Phonics and Spelling Rules	<p>Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de', or 'd', e.g. division, invasion, decision, confusion, television).</p> <p>Spell words with a /shuhn/ sound spelt with 'sion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission).</p> <p>Spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, action, injection, hesitation).</p> <p>Spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'), e.g. musician, electrician, magician, mathematician, politician).</p> <p>Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>
Further Spelling Conventions	<p>Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>Use their spelling knowledge to use a dictionary more efficiently.</p>
Use of Terminology	<p>Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>
Handwriting	<p>Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>