

English - Writing Progression: Year 4

Spelling	<ul style="list-style-type: none"> *More prefixes (anti-) *Words with endings sounding like /ʒə/ (pleasure and farmer) or /tʃə/ (check and farmer) *The /ɪ/ (hit) sound spelt y elsewhere than at the end of words *More prefixes (in- / il- / im-) *More prefixes (inter-) *The suffix –ous *Endings which sound like /ʒən/ (pleasure and farmer and man) spelt as -sion *Endings which sound like /ʃən/ : spelt –tion, –sion, –ssion, –cian *Words with the /s/ sound spelt sc (Latin in origin) *Possessive apostrophe with plural words (<i>Y4 punctuation & word level</i>) *Homophones and near-homophones *words from the statutory Y3/4 word list *singular possessive apostrophes *Adding suffixes beginning with vowel letters to words of more than one syllable *The /ʌ/ (cup) sound spelt ou *The suffix –ly (<i>Y2 word level</i>) *Words with the /ʃ/ (she, chef) sound spelt ch (mostly French in origin) *Words with the /eɪ/ sound spelt ei, eigh, or ey *Use a dictionary *Dictation *Proof-reading
Handwriting	<ul style="list-style-type: none"> *Continued revision of letter formation, sizing, positioning and correct joins *Practise to develop fluency
Composition <i>(Introduced in Year3 & reinforced in Year 4)</i>	<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 *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures *organising paragraphs around a theme *in narratives, creating settings, characters and plot *in non-narrative material, using simple organisational devices [for example, headings and sub-headings] *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 *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
Word Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *The grammatical difference between plural and possessive –s (<i>Y4 punctuation</i>) *Standard English forms for verb inflections instead of local spoken forms *Pronouns and possessive pronouns (<i>Y4 text level</i>) *Determiners
Sentence Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *Fronted adverbials *Adverbials *Prepositional phrase *Adjectival phrase *Avoid using double negatives *Identify the difference between direct and reported speech
Text Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Use of paragraphs to organise ideas around a theme *Appropriate choice of pronoun or noun within and across sentences to aid cohesion, for clarity and avoid repetition (<i>Y4 word level</i>) *Further investigate verb tenses (including, past, present and future)
Punctuation	<ul style="list-style-type: none"> *Use of inverted commas (or 'speech marks') and other punctuation to indicate direct speech *Apostrophes to mark plural possession *Use of commas to mark phrases or clauses
VGPS Terminology	<ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial