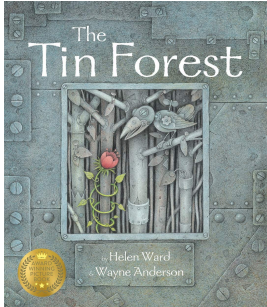
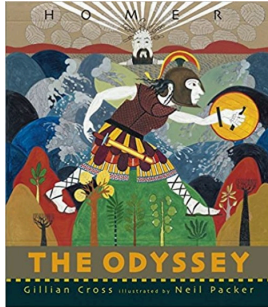
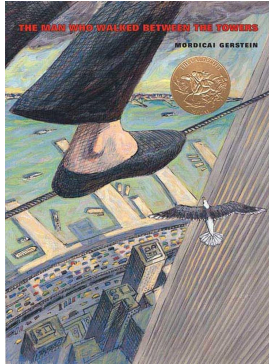
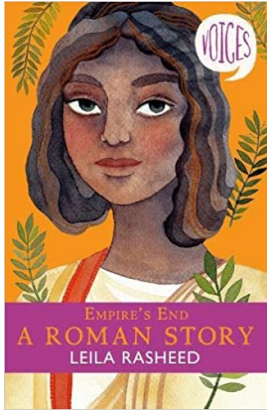
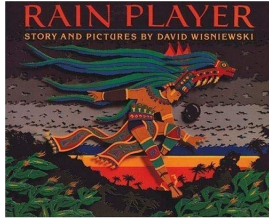
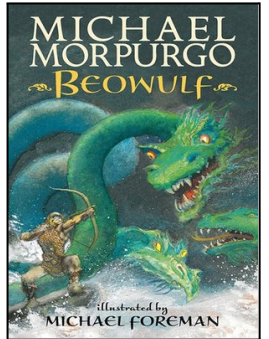




## Year 4: Progression Overview for Writing 2023 -2024

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Topic	Great Britain, The British Isles, The United Kingdom - what's the difference?	What did the ancient Greeks ever do for us?	What are rivers and how are they used?	Why did the Romans settle in Britain?	Where does our food come from?	How hard was it to invade and settle in Britain?
Writing is:	<b>RESPONSIVE</b> Responds to what is happening right now <b>CREATIVE</b> Linked to science and the arts <b>COMMUNITY</b> Has a purpose <b>EXPERIENTIAL</b> Is enhanced by experiences					
Core Text/s To prompt writing	 <p><b>The Tin Forest</b> Helen Ward <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> Year 4 revisit the author Helen Ward they were introduced to in year 3 (Varmints). This text enables the children to connect the themes in the story to their local community. The illustrations used help</p>	 <p><b>The Odyssey</b> Gillian Cross <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> This text supports their learning in their history topic, ancient Greece. It enables the children to familiarise themselves with the Greek myths as the text vividly brings the story to life. They will write persuasive</p>	 <p><b>The Man Who Walked between the Towers</b></p> <p><b>Rationale</b> This text will engage children as they are enthralled by the poetic language used to portray this magical feat, as well as by the detailed illustrations – including two foldout</p>	 <p><b>Empire's End A Roman Story</b> Leila Rasheed <a href="#">Literacy Shed</a></p> <p><b>Rationale</b> This text supports their historical learning as it focuses on a north african girl during the Roman times. The text</p>	 <p><b>Rain Player</b></p> <p><b>COMMUNITY</b></p>	 <p><b>Beowulf</b> Michael Morpurgo <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> A opportunity for children to engage with a classic text and the use of old language. The story supports their learning in history. The text also enables them to revisit their prior</p>

	<p>to develop their use of imagery in their writing.</p> <p><b>COMMUNITY</b></p>  <p><b>Small in the City</b> Literacy Tree Planning</p> <p><b>COMMUNITY</b></p>	<p>speeches and progress with their narrative writing as they retell an adventure story.</p>	<p>spreads of the New York skyline. Links can be made to the DT and PSHE curriculum and used as a starting point to discuss themes of justice, recognition and following your dreams.</p>  <p><b>The Thames Tide Club</b> Katya Balen</p> <p><b>Rationale</b> Linked to Geography topic on rivers. Supplements knowledge. Linked to Hawley driver - community.</p> <p><b>RESPONSIVE COMMUNITY</b></p>	<p>celebrates the lives of BAME protagonists during a key era of British history and challenges children's thinking.</p> <p><b>ASPIRATIONAL</b></p>		<p>learning of writing adventure based narratives as they create their own legend this time around.</p>
Coverage of genres  Texts reflect our <b>COMMUNITY</b>	ENVIRONMENTAL PICTURE BOOK	FANTASY FICTION HISTORICAL FICTION	PICTURE BOOK	HISTORICAL FICTION	DIVERSE FICTION MYSTERY FICTION	CLASSIC FICTION FANTASY FICTION
Writing outcomes	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN

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<b>and opportunities</b>  <b>ENTERTAIN</b> Character description Setting description Narrative retelling Dialogue 1st person narrative Play script  <b>INFORM</b> Diary Letter (informal/formal) Non-chronological report Instructions Newspaper report Biography  <b>EXPLAIN</b> Explanation text Scientific report  <b>PERSUADE</b> Persuasive texts (advert/letter)  <b>DISCUSS</b> Debate (spoken)	Setting description - <i>Tin Forest</i>		Setting description - <i>The Journey</i>	<u>Empire's End A Roman Story</u> Narrative		Setting description - <i>Grendel's lair Beowulf</i> Character description - <i>Grendel's mother</i> Narrative - next chapter <i>Beowulf</i>
	<b>TO INFORM</b> Diary in role - Tin Forest  <i>Postcard (informal) - Tin Forest to give advice</i>	<b>TO INFORM</b>  <b>TO EXPLAIN</b>  <i>It is important that children are exposed to a range of explanation texts, through Science and Guided Reading before writing.</i>	<b>TO INFORM</b>	<b>TO INFORM</b> <u>Empire's End A Roman Story</u> Diary  Newspaper report	<b>TO INFORM</b>	<b>TO INFORM</b> Formal invitation (letter) to Mead hall - <i>Beowulf</i>
	<b>TO PERSUADE</b> Information leaflet - Camden Gardens Persuasive - <i>Tin Forest</i> (Protect local habitats - attend and support local event) <b>RESPONSIVE COMMUNITY</b>	<b>TO PERSUADE</b>	<b>TO PERSUADE</b>	<b>TO PERSUADE</b> <u>Boudicca's Speech</u> Persuasive speech	<b>TO PERSUADE</b>	<b>TO PERSUADE</b>
	<b>TO DISCUSS</b>	<b>TO DISCUSS</b>	<b>TO DISCUSS</b>	<b>TO DISCUSS</b>	<b>TO DISCUSS</b>	<b>TO DISCUSS</b>
	<b>POETRY</b>	<b>POETRY</b>	<b>POETRY</b>	<b>POETRY</b>	<b>POETRY</b>	<b>POETRY</b> Kennings - <i>Beowulf</i>
	<b>National curriculum statements to cover</b> Year 4 - New	<b>WORD</b> The grammatical difference between plural and possessive –s	<b>SENTENCE</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the	<b>TEXT</b> Use of paragraphs to organise ideas around a theme	<b>PUNCTUATION</b> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting	<b>TERMINOLOGY</b> determiner pronoun, possessive pronoun adverbial

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	<p><b>Prior knowledge</b> Ensure you refer and revise</p> <p>Year 1 Year 2 Year 3</p>	<p>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]</p> <p>using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Formation of <b>nouns</b> using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Formation of <b>nouns</b> using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <b>-er, -est</b> in adjectives and the use of <b>-ly</b> in Standard English to turn adjectives into adverbs</p> <p>Regular <b>plural noun</b> suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to</p>	<p>teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (ISAWAWABUB)</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p><b>Subordination</b> (using when, if, that, because) and <b>coordination</b> (using or, and, but)</p> <p><b>Expanded noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or <b>command</b></p> <p>How words can combine to make <b>sentences</b> Joining words and joining <b>clauses</b> using <b>and</b></p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>In narratives, creating settings, characters and plot</p> <p><b>Headings and subheadings to aid presentation</b></p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Correct choice and consistent use of <b>present tense and past tense</b> throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Sequencing sentences to form short narratives</p>	<p>clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p><b>Inverted commas to punctuate direct speech</b></p> <p>Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</p> <p><b>Commas to separate items in a list</b></p> <p><b>Apostrophes to mark where letters are missing</b> in spelling and to <b>mark singular possession</b> in nouns [for example, the girl's name]</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Capital letters for names and for the personal pronoun I</b></p>	<p><b>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</b></p> <p><b>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</b></p> <p><b>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</b></p>
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		<p>verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>				
<b>TIER 2 VOCABULARY</b> <i>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate</i>	<b><u>September</u></b> ancestor mistrust humble envy abrupt accelerate valiant anticipate recognise appeal	<b><u>October</u></b> annual mock impact essential descend content capital variety address shabby	<b><u>January</u></b> arena orchard inspire focus develop circular weary request threat recent	<b><u>February</u></b> outstanding limp instant fragile disaster hostile coax blend resist arrest	<b><u>May</u></b> practice permit mature lack entire distress confuse competition basic attempt	<b><u>June</u></b> precious plead limb furious entrance congratulate complete possess severe attentive
	<b><u>November</u></b> dense deposit increase extraordinary desire erupt tragic vast release shallow	<b><u>December</u></b> former noble indicate flexible destructive crafty typical venture represent queasy	<b><u>March</u></b> peculiar manufacture invisible frantic ease concern column blossom response ascend	<b><u>April</u></b> peer master jagged frequent entertain distract habitat massive baggage assist		

**Year 4 Writing progression**

Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Use further prefixes and suffixes and understand how to add them:	Confidently use diagonal and horizontal strokes to join letters and understand which	Discuss writing similar to that which they are planning to write in order to understand and	Punctuation: o full stops

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<ul style="list-style-type: none"> <li>- prefixes: anti-, inter- to form nouns</li> <li>- prefixes: in-, im-, ir-, il- to form antonyms</li> <li>- prefixes: un-, dis-, mis-, ex-, non-</li> <li>- suffixes: -ing, -er, -en, -ed</li> <li>- suffix -ly</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt:             <ul style="list-style-type: none"> <li>- 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous</li> <li>- plural nouns ending in 'o'</li> <li>- plural nouns ending in 'y': change 'y' to 'i' and add 'es'</li> <li>- verbs ending in 'y': change 'y' to 'i' and add 'es'</li> </ul> </li> <li>• Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's</li> <li>• Use apostrophe correctly for further contracted forms</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Create word families based on common words: e.g.             <ul style="list-style-type: none"> <li>- sign ~ signal ~ unsigned ~ assign ~ resign ~ design</li> </ul> </li> <li>• Apply rules from Spelling Progression – Y4</li> <li>• Write from memory simple sentences dictated by the teacher</li> </ul>	<p>letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting: Ensure that the downstrokes of letters are parallel and equidistant</li> </ul>	<p>learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plot</li> <li>• Use simple organisational devices e.g. headings and sub-headings</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Awareness of 'The Reader' and adapt writing accordingly</li> </ul>	<ul style="list-style-type: none"> <li>o capital letters (titles and languages)</li> <li>o exclamation marks</li> <li>o question marks</li> <li>o commas for lists</li> <li>o apostrophes for contracted forms and singular possession.</li> <li>o inverted commas for direct speech</li> <li>• Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'.</li> <li>• Use the present perfect form of verbs in contrast to the past tense e.g He has gone out to play contrasted with He went out to play.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Express time, place and cause using:             <ul style="list-style-type: none"> <li>- conjunctions: as, since, unless, however, even though</li> <li>- adverbs: here, therefore, frequently, everywhere</li> <li>- prepositions: underneath, against, atop, from, towards</li> </ul> </li> <li>• Use fronted adverbials + comma</li> </ul>
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