

Year 4 Writing Progression

	End of Y3	4.1	4.2	4.3
Writing Transcription				
KPI use further prefixes and suffixes and understand how to add them (English Appendix 1)	Prefixes Meaning of and adding prefixes dis- and in- Meaning of and adding im- to root words beginning with m or p Meaning of and adding the prefix re- Meaning of and adding prefix anti- Meaning of and adding prefix super- Meaning of and adding prefix sub-	Prefix mis- and revising un-, in-, dis- Prefix auto- Prefix inter-	Adding il- and revising un-, in-, mis-, dis- adding ir- to words beginning with r Consolidate of previously taught prefixes.	Confidently apply in all contexts of curriculum.
	Adding the suffix -ous Adding suffix -ly to adjectives to form adverbs Words ending in -ture Adding -ation to verbs to form nouns. Adding suffix -tion to root words ending in t or te. Adding the suffix -ian to root words ending c or cs. Adding suffixes beginning with vowel letters to words of more than one syllable	Words ending zhuh spelt -sure Adding -ly to adjectives to form adverbs. Words ending in -ous	words ending in zhun spelt -sion. Adding the suffix -ion	Adding the suffix -ion
spell further homophones correctly	Can competently display correct spelling of homophones taught in their independent writing	groan grown main mane reign rain rein peace piece berry bury	heal heel missed mist who's whose accept except affect effect	Consolidation of previously learnt homophones. Confidently apply in all contexts of curriculum.
spell words that are often misspelt (English Appendix 1)	Words with c sound spelt ch Words with sh sound spelt ch The short i sound spelt y	Short u as ou Words with the ay sound spelt ei, eigh, ey. Words with s sound spelt sc	Possessive apostrophe with plural words The c sound spelt -que and the g sound spelt -gue.	Consolidate and revisit any requirements based on assessment.

Year 4 Writing Progression

<u>KPI</u> Spelling of high frequency words	Spelling all year 1 and year 2 words and Y3/4 words taught in Y3.	Y3/4 words: Accident(ally), Actual(ly), Exercise, Experience, Particular, Perhaps, Through, Appear, Arrive, Extreme, Famous, Popular, Possess(ion), Various, Believe, Bicycle, History, Imagine, Possible, Pressure	Y3/4 words: Build, Calendar, Important, Interest, Promise, Purpose, Certain, Complete, Knowledge, Material, Question, Reign, Continue, Decide, Medicine, Minute, Sentence, Separate, Describe, Different, Naughty, Occasion(ally), Special, Suppose	Y3/4 words: Early, Enough, Opposite, Ordinary, Surprise, (al)though Consolidate and revisit any requirements based on assessment.
place the possessive apostrophe accurately in words with irregular plurals [for example, children's]	Can use possession and the possessive apostrophe for regular plural nouns	Beginning to indicate possession for irregular plural nouns and nouns already ending in s	Able to indicate possession for irregular plural nouns and nouns already ending in s	Possessive apostrophe accurately when word ends in s and when it does not
use the first two or three letters of a word to check its spelling in a dictionary	Begin to use the first two or three letters of a word to check its spelling in a dictionary	Become more confident in using the first two or three letters of a word to check its spelling in a dictionary	Confidently use the first two or three letters of a word to check its spelling in a dictionary	
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Yr3 term 3, term2, term 1 and KS1	write from memory simple sentences, dictated by the teacher, that include words and spellings from Y3 and Autumn year 4 and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing Transcription - Handwriting

<u>KPI</u> increase the legibility, consistency and quality of their handwriting [for example, 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].	Form lower-case letters of the correct size relative to one another Start to join write capital letters and digits of the correct size use spacing between words	Begin to ensure down strokes of letters are parallel and equidistant	Ensure ascenders and descenders are sufficiently spaced they do not touch Increased legibility from before	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
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Writing Composition

Year 4 Writing Progression

<p><u>KPI</u> plan their writing by:</p> <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 	<p>Begin to plan writing imitating structure, vocabulary and grammar</p>	<p>Begin to use their understanding of text structure taught and vocabulary to plan own writing</p>	<p>Become more confident at using their understanding of text structure taught and vocabulary to plan own writing</p>	<p>Confidently use their understanding of text structure taught and vocabulary to plan own writing</p>
<p>discussing and recording planning ideas</p>	<p>generate and developing planning ideas</p>	<p>Begin to discuss and record planning ideas with support</p>	<p>Become more confident to generate and develop planning ideas</p>	<p>Confidently discuss and record their planning ideas</p>
<p><u>KPI</u> draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), 		<p>In genre taught, children are able to verbalise writing using a rich vocab appropriate to genre</p>	<p>In genre taught, children are able to verbalise writing using a rich vocab appropriate to genre</p>	<p>In genre taught, children are able to verbalise writing using a rich vocab appropriate to genre</p>
<p><u>KPI</u> progressively building a varied and rich vocabulary</p>		<p>Varied and rich vocabulary adjectives, conjunctions, prepositions, precise nouns and verbs</p>	<p>Varied and rich vocabulary adjectives, conjunctions, prepositions, noun phrases using modified adjectives, nouns and preposition phrases begin to use fronted adverbials</p>	<p>Varied and rich vocabulary, conjunctions, prepositions, noun phrases using modified adjectives, nouns and preposition phrases and use correctly punctuated fronted adverbials</p>
<p><u>KPI</u> use an increasing range of sentence structures (English Appendix 2)</p>	<p>Using coordination (or/and/but) with some subordination (when/if/that/because)</p>	<p>Able to write sentences with coordination and some use of punctuation to mark subordinate clause when at the start of a sentence</p>	<p>Able to write sentences with coordination and begin to make choices about the use of subordinating conjunctions</p>	<p>Able to write sentences with coordination. Confidently vary the location of subordinating clauses within sentence with some use of commas.</p>

Year 4 Writing Progression

<p><u>KPI</u></p> <p>organising paragraphs around a theme</p>	<p>Begin to write in paragraphs around a common theme containing</p> <p>Within each paragraph there are some links made e.g. use of pronouns he, she, it</p> <p>Use headings and subheadings to group related material</p>	<p>Plan organisation of writing in to appropriate paragraphs</p> <p>Recognise the use of personal and possessive pronouns within a text</p> <p>Use adverbials to build links between sentences and paragraphs</p>	<p>Begin to use appropriate paragraphs to organise writing</p> <p>Beginning to choosing nouns and personal and possessive pronouns for clarity and cohesion and avoid repetition</p> <p>Start to build links between paragraphs</p>	<p>Use appropriate paragraphs to organise writing</p> <p>Choosing pronouns and nouns for clarity and cohesion and avoid repetition</p>
<p><u>KPI</u></p> <p>independently create settings, characters and plot</p>	<p>with discussion create settings, characters and plot (when genre taught)</p> <p>beginning to adopt viewpoint in class writing but this is inconsistent</p>	<p>In discussion with peers create settings, characters and plot (when genre taught</p> <p>be able to create a character's viewpoint and orally express conclusions</p>	<p>Begin to independently create settings, characters and plot (when genre taught</p> <p>Begin to write in role expressing accurate viewpoint and appropriate conclusions</p>	<p>Independently create plot with appropriate characters and settings</p> <p>Write role maintaining viewpoint and begin use appropriate conclusions</p>
<p>in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p>non-narrative material, start using simple organisational devices [for example, headings and sub-headings]</p>	<p>Use headings and subheadings to organise writing Begin to use captions, labels, diagrams,</p>	<p>In non-narrative use simple organisational devices independently</p>	<p>Effectively use simple organisational devices headings, subheadings, captions, labels and diagrams</p>
<p>evaluate and edit by:</p> <ul style="list-style-type: none"> continue to assess the effectiveness of their own and others' writing and suggesting improvements 	<p>Evaluate and edit with support, assess the effectiveness of their own and others' writing and suggesting</p>	<p>Evaluate and with support, assess the effectiveness of their own and others' writing and suggesting improvements within genre taught</p>	<p>Effectively evaluate and begin to continue to suggest editing improvements, the effectiveness of their own and others' writing and suggesting improvements within genre taught</p>	<p>Evaluate and edit, assess the effectiveness of their own and others' writing and suggesting improvements within genre taught</p>

Year 4 Writing Progression

	improvements within genre taught			
<u>KPI</u> continue proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Within genre taught, start to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Within genre taught, and with support propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Within genre taught, and with support if needed propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Within genre taught propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
proof-read for spelling and punctuation errors	proof-read for Y3 spelling and punctuation errors recognising known spellings and punctuation	proof-read for spelling Y3 and Y4 up to now and punctuation errors	proof-read for spellings y3 and y4 taught up to now and punctuation errors	proof-read for spellings taught in y3 and 4 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		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 This needs to be appropriate to the genre taught	read aloud their own writing to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear This needs to be appropriate to the genre taught	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 This needs to be appropriate to the genre taught
Writing vocabulary, Grammar and Punctuation				
<u>KPI</u> know the grammar for years 4 in English Appendix 2	Able to use: Consonant, vowel, word families, preposition, conjunctions, paragraphs, headings, sub headings, clause, subordinate clause use and understand the Year 3 this grammatical	Able to use: Consonant, vowel, word families, preposition, conjunctions, paragraphs, headings, sub headings, clause, subordinate clause Fronted adverbial use and understand this grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Able to also use: Plural, possessive -s, verb inflections, fronted adverbials, appropriate pronoun and noun to aid cohesion in sentences and avoid repetition, Beginning to use determiner, possessive pronoun, adverbial	Able to also use: Plural, possessive -s, verb inflections, fronted adverbials, appropriate pronoun and noun to aid cohesion in sentences and avoid repetition, determiner, possessive pronoun, adverbial

Year 4 Writing Progression

	terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.			
<u>KPI</u> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Able to use when, if, that, because, or, but when extending sentences	Extending the range of sentences with more than one clause by using because, or, but when extending sentences and begin using although	extending the range of sentences with more than one clause by using range of conjunctions, including when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
<u>KPI</u> accurately use conjunctions, adverbs and prepositions to express time and cause	Beginning to express time and cause with conjunctions, when, that, because, or, but, adverbs, , before, after, prepositions before, after	Express time and cause using a range of conjunctions- if, while	express time and cause using adverbs e.g. therefore or prepositions e.g. during, in	accurately use a range of conjunctions, adverbs and prepositions to express time and cause including if, when, while, therefore, during, in
<u>KPI</u> using the present perfect form of verbs in contrast to the past tense	Begin to use the present perfect in contrast to past tense	Use the present perfect form of verbs in contrast to the past tense	Use the present perfect form of verbs in contrast to the past tense	Use the present perfect form of verbs in contrast to the past tense
<u>KPI</u> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Begin to use personal pronouns he, she, we, us, they	Recognise the use of personal and possessive pronouns within a text	Beginning to choosing nouns and personal and possessive pronouns for clarity and cohesion and avoid repetition	Choosing pronouns and nouns for clarity and cohesion and avoid repetition

Year 4 Writing Progression

<u>KPI</u> using commas after fronted adverbials	begin using fronted adverbials	Use adverbs to begin sentences beginning to use the comma correctly	Choose appropriate adverbs or adverbials phrases to begin sentences beginning to use the comma correctly	Choose appropriate adverbs or adverbials phrases to begin sentences beginning to use the comma correctly
<u>KPI</u> indicating possession by using the possessive apostrophe with irregular plural nouns and nouns already ending in s	Can use possession and the possessive apostrophe for regular plural nouns	Beginning to indicate possession for irregular plural nouns and nouns already ending in s	Able to indicate possession for irregular plural nouns and nouns already ending in s	Able to indicate possession by using the possessive apostrophe for regular and irregular plural nouns and nouns already ending in s in independent writing
<u>KPI</u> accurately using and punctuating direct speech	using and punctuating direct speech in independent writing but not accurately	Using and punctuating direct speech but not accurately	Accurate use of punctuation for direct speech	Accurate use of punctuation for direct speech including line break for new speaker
		31 objectives 19 KPI's covered	31 objectives 19 KPI's covered	31 objectives 19 KPI's covered

ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 4

Year 4 Writing Progression

	Below expected	At expected	Above expected
	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	ALL KPI's within 4.1 objectives	ALL KPI's within 4.1 objectives AND 85% of 12 remaining 4.1 objectives = 10 further objectives
Assessment Point 2	Below expected →	ALL KPI's within 4.2 objectives	ALL KPI's within 4.2 objectives AND 85% of 12 remaining 4.2 objectives = 10 further objectives
Assessment Point 3	Below expected →	ALL KPI's within 4.3 objectives	ALL KPI's within 4.3 objectives AND 85% of 12 remaining 4.3 objectives = 10 further objectives

Year 4 Writing Progression

Whole child descriptor - end of Year 4 expectation	With support begin to write in role adopting a character's viewpoint With support write conclusion	Independently Create plot with appropriate characters and settings Write in role maintaining viewpoint Begin using appropriate conclusions Independently create plot with appropriate characters and settings	In narratives, begin describing settings and characters in more detail
	Most capital letter, full stop correct Most correct use exclamation mark, question mark, commas in a list, apostrophe for contraction and singular possession Indicate possession for irregular plural nouns and nouns already ending in s with increasing confidence	Demarcating all sentences correctly with a capital letter, full stop, Mostly correct use of exclamation mark, question mark, commas in a list, apostrophe for contraction and singular possession and the possessive apostrophe for regular plural nouns correctly Able to indicate possession by using the possessive apostrophe with irregular plural nouns and nouns already ending in s	Begin to show awareness of brackets for parenthesis in shared and guided writing Begin to show awareness of colons to introduce lists in shared and guided writing
	Using and punctuating direct speech in independent writing mostly accurate with line break sometimes	Accurate use of punctuation for direct speech including line break for new speaker	Begin integrating dialogue in to narrative with support
	Begin to organise writing in to appropriate paragraphs (whole text/writing) Within each paragraph there are some links made e.g. use of pronouns he, she, it. <i>Use personal pronouns he, she, we, us, they to aid cohesion</i> With support organise headings and subheadings to group related material in non-fiction	Use appropriate paragraphs to organise writing Choose pronouns and nouns for clarity and cohesion and avoid repetition. <i>Choosing pronouns and nouns for clarity and cohesion and avoid repetition</i> Begin to organise non-fiction paragraphs with heading and subheadings	Organise paragraphs around a theme beginning to make links between paragraphs e.g. adverbials of time Use heading and subheadings to organise writing
	Able to use simple and compound sentences accurately. Able to use a subordinate clause to start a sentence (some accurate use of comma) Express time and cause using a range of conjunctions- when, if, that, because, or, but if, while begin to use including if, when, while, therefore, during, in	Confidently vary the location of subordinating clauses within sentence using correct punctuation Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Accurately use a range of conjunctions, adverbs and prepositions to express time and cause including if, when, while, therefore, during, in	Beginning to use of a relative clauses beginning with who, when, that relative pronoun
	Able to elaborate and add detail - through expanded noun phrases and Use fronted adverbials with some use of commas	Choose appropriate adverbs or adverbials phrases to begin sentences beginning to use the comma correctly Varied and rich vocabulary including noun phrases using modified adjectives, nouns and preposition phrases Use correctly punctuated fronted adverbials	Begin to link ideas across paragraphs using adverbials of time, place and number Able to use expanded noun phrases in independent writing
	Mostly correct use of present perfect in contrast to past tense	Correct use the present perfect form of verbs in contrast to the past tense Vocabulary - determiner pronoun, possessive pronoun adverbial	Beginning to use consistent and correct use of tense throughout a piece of writing attempt correct subject and verb agreement when using singular and plural

Year 4 Writing Progression