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|  | **English – Writing Y4, expected standard** | **Name:** | | | | | |
|  | **Skills Progression** |  |  |  |  |  |  |
|  | When children start Year 4, they should be able to: |  |  |  |  |  |  |
|  | * Spell the Y3 words from the word list |  |  |  |  |  |  |
|  | * Meet expectations of the Y3 spelling programme |  |  |  |  |  |  |
|  | * Use all Y3 punctuation consistently and accurately |  |  |  |  |  |  |
|  | * Use direct speech (with inverted commas correct) |  |  |  |  |  |  |
|  | * Use simple paragraphs |  |  |  |  |  |  |
|  | * Use simple, progressive and perfect forms of verbs |  |  |  |  |  |  |
|  | * Use a range of adverbs for time, place and cause |  |  |  |  |  |  |
|  | * Consistently use a range of coordinating and subordinating conjunctions |  |  |  |  |  |  |
| 1 | Write for a range of purposes and audiences based on personal experience and high-quality texts |  |  |  |  |  |  |
| 2 | Use possessive pronouns |  |  |  |  |  |  |
| 3 | Use noun phrases expanded with modifying ***adjectives*** |  |  |  |  |  |  |
| 4 | Use noun phrases expanded with modifying ***nouns*** |  |  |  |  |  |  |
| 5 | Use noun phrases expanded with ***prepositional phrases*** |  |  |  |  |  |  |
| 6 | Use fronted adverbials for ***time***, ***manner*** and ***place*** |  |  |  |  |  |  |
| 7 | Use commas after fronted adverbials |  |  |  |  |  |  |
| 8 | Describe plots in narratives, linking the end to the opening |  |  |  |  |  |  |
| 9 | Develop settings linked to the genre and intended effect |  |  |  |  |  |  |
| 10 | Develop characters in narratives |  |  |  |  |  |  |
| 11 | Use paragraphs to organise ideas around a theme across the text |  |  |  |  |  |  |
| 12 | Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs |  |  |  |  |  |  |
| 13 | Use inverted commas and other punctuation accurately to mark speech |  |  |  |  |  |  |
| 14 | Identify main and subordinate clauses |  |  |  |  |  |  |
| 15 | Write complex sentences with the subordinate clause at the start and at the end of the sentence |  |  |  |  |  |  |
| 16 | Control the use of standard and non-standard English |  |  |  |  |  |  |
| 17 | Understand the difference between plural and possessive -s  Use apostrophes for plural possession |  |  |  |  |  |  |
| 18 | Use a dictionary |  |  |  |  |  |  |
| 19 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations |  |  |  |  |  |  |
| 20 | Proof-read and edit their writing |  |  |  |  |  |  |
| 21 | Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear |  |  |  |  |  |  |
| 22 | Spell many words from the Year 4 word list and use these accurately in their writing |  |  |  |  |  |  |
| 23 | Meet Y4 expectations from the chosen spelling scheme |  |  |  |  |  |  |
| 24 | Use legible, joined writing consistently |  |  |  |  |  |  |
|  | **Composition** |  |  |  |  |  |  |
|  | Compose and rehearse more complex sentences orally before writing, including those with dialogue |  |  |  |  |  |  |
|  | Record and note ideas through making notes, story maps, flow charts, ‘boxing up’ frames |  |  |  |  |  |  |
|  | Expand their use of narrative language features:   * Figurative language * similes * alliteration * hyperbole |  |  |  |  |  |  |
|  | * ‘Power of three’ linked to sentence work: * The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. |  |  |  |  |  |  |
|  | * Descriptive language drawn from their own reading |  |  |  |  |  |  |
|  | Expand their use of non-fiction language features:   * Technical vocabulary linked to topic * Precise nouns and pronouns (**fernlike plants** instead of plants, **macaw** instead of bird) * Interesting and relevant descriptive language |  |  |  |  |  |  |

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|  | **English- Writing Y4, Greater Depth** |  |  |  |  |  |  |
| GD1 | Commas are used securely to separate main and subordinate clauses |  |  |  |  |  |  |
| GD2 | Paragraphing is clear and ideas are developing and linked to guide the reader through the text |  |  |  |  |  |  |
| GD3 | Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience |  |  |  |  |  |  |
| GD4 | Use a range of tenses and verb forms confidently and effectively |  |  |  |  |  |  |
| GD5 | Different sentence types and varied word order are used to create specific effects |  |  |  |  |  |  |
| GD6 | Choose vocabulary and structure for a purpose and to engage and impact on their identified reader |  |  |  |  |  |  |
| GD7 | Word choices are well considered and are used to build a description, an even, tension or emotion |  |  |  |  |  |  |
| GD8 | Technical vocabulary is used purposefully in non-narrative writing |  |  |  |  |  |  |
| GD9 | Consistently use editing and revising strategies to improve the quality and accuracy of their writing |  |  |  |  |  |  |
| GD10 | Consistently apply Y4 spelling expectations across their writing |  |  |  |  |  |  |
|  | **Composition:** |  |  |  |  |  |  |
|  | Writing usually has a clear voice which is sustained through both shorter and more extended texts |  |  |  |  |  |  |
|  | Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this. |  |  |  |  |  |  |