

English – Writing Ladder of Progression: Year 4

Year 3	Year 4	Year 5
Writing – Transcription - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - 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.	Writing – Transcription - the suffix –ation. Example words include: information, adoration, sensation and preparation - add the suffix –ly. Example words include: sadly, completely, usually, finally and comically - add the suffix –ous. Example words include: poisonous, dangerous, mountainous and famous - spell further homophones and near homophones. Example words include: affect/effect; berry/bury; and groan/grown - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] REVISIT AND EXTEND WORK FROM YEAR 3 - use the first two or three letters of a word to check its spelling in a dictionary <u>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u>	Writing – Transcription - use endings which sound like /ʃəs/ spelt –cious or –tious. Example words include: vicious, precious, conscious, delicious and malicious - use endings sound like /ʃəl/ spelt –cial. Example words include: official, special, artificial, partial and confidential - spell words ending in –able and –ible. Example words include: adorable, applicable, considerable, tolerable; possible, horrible and incredible - spell words ending in –ably and –ibly. Example words include: adorably, applicably, considerably, tolerably; possibly, horribly and incredibly - spell some words with 'silent' letters [for example lamb, island and doubt.] - distinguish between homophones and other words which are often confused. Example words include: farther/father; heard/herd; morning/mourning and aisle/isle - use the hyphen to join a pre-fix to a root word. Example words include: co-ordinate, re-enter, co-operate and co-own - spell words with ei after c. Example words include: deceive, conceive and receive - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.
Writing – Handwriting and presentation	Writing – Handwriting and presentation	Writing – Handwriting and presentation

• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; • 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].	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; • 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].	Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; • choosing the writing implement that is best suited for a task
Writing – Composition Plan their writing by: • 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 Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • <u>organising paragraphs around a theme</u> • <u>in narratives, creating settings, characters and plot</u> • <u>in non-narrative material, using simple organisational devices</u> [for example, headings and sub-headings] Evaluate and edit by: • 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 • <u>Proof-read for spelling and punctuation errors</u> • 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.	Writing – Composition Plan their writing by: • 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 Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • <u>organising paragraphs around a theme</u> • <u>in narratives, creating settings, characters and plot</u> • <u>in non-narrative material, using simple organisational devices</u> [for example, headings and sub-headings] Evaluate and edit by: • 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 • <u>Proof-read for spelling and punctuation errors</u> • 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.	Writing – Composition Plan their writing by: • <u>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</u> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • <u>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</u> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • <u>using further organisational and presentational devices to structure text and to guide the reader</u> [for example, headings, bullet points, underlining] Evaluate and edit by: • assessing the effectiveness of their own and others' writing

		- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <u>ensuring the consistent and correct use of tense throughout a piece of writing</u> - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <u>Proof-read for spelling and punctuation errors</u> - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
* FOR EXAMPLE, PUPILS CAN: <i>use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.</i> <i>use language and structures from different text types for own writing.</i> <i>vary story openings to create effects such as building tension and suspense, creating moods, establishing character and scene setting</i> <i>use dialogue more frequently in story writing and begin to punctuate it correctly.</i> <i>know and use features of different forms of writing</i> <i>in non-fiction, begin to use basic structure, e.g. introductory and concluding statements in non-chronological reports, sub-headings</i> <i>begin to address the reader, for instance by using questions in non-fiction</i> <i>use a developing range of adjectives, adverbs, verbs and nouns/noun phrases to engage the reader</i> <i>be able to improve own writing, making adaptations and corrections.</i>	* FOR EXAMPLE, PUPILS CAN: <i>use different ways to plan writing, e.g. notes, diagrams</i> <i>use main features of story structure to organise events, varying openings, build-ups, conflicts and endings</i> <i>use action, descriptive language or dialogue to create specific settings (such as using weather to create atmosphere)</i> <i>use powerful verbs to show character or add impact</i> <i>use language precisely and selectively in relation to text type</i> <i>vary sentences to show characteristics of chosen form</i> <i>use adverbials and pronouns to build links between sentences within paragraphs</i> <i>use dialogue, layout and punctuation with increased accuracy</i> <i>use appropriate lay-out conventions for non-fiction, using the structure of different text types</i> <i>group related material into paragraphs when writing fiction and non-fiction</i>	* FOR EXAMPLE, PUPILS CAN: <i>Make notes and locate specific information using key skills, e.g. skimming and scanning, close reading, text marking</i> <i>Map text structures and lines of development in stories</i> <i>Use adventurous vocabulary (including figurative language) to describe the setting, mood and characters in narrative writing</i> <i>Select appropriate word order in sentences to create interest and increase precision, clarity and economy</i> <i>Use appropriate grammatical features of different text types</i> <i>Draw writing, both narrative and non-fiction forms, towards a defined conclusion</i> <i>Suggest insights into character development through describing how characters look, react, talk or behave</i> <i>Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail</i>

	- mentally rehearse writing and re-read as a matter of habit - edit in relation to audience and purpose, enhancing or deleting and justifying choices.	Elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose
Writing - Vocabulary, Grammar and Punctuation - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <u>use the present perfect form of verbs in contrast to the past tense</u> <u>use conjunctions, adverbs and prepositions to express time, place and cause</u> - use paragraphs as a way to group related material <u>use headings and sub-headings to aid presentation</u> - learn the grammar for year 3 in English Appendix 2 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, <u>inverted commas (or 'speech marks')</u>	Writing - Vocabulary, Grammar and Punctuation <u>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u> - use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases <u>use fronted adverbials</u> - use commas after fronted adverbials - use paragraphs to organise ideas around a theme - indicate possession by using the possessive apostrophe with plural nouns <u>use inverted commas and other punctuation to indicate direct speech</u> - learn the grammar for year 4 in English Appendix 2 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial	Writing - Vocabulary, Grammar and Punctuation - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <u>use modal verbs or adverbs to indicate degrees of possibility</u> <u>use devices to build cohesion within a paragraph</u> - link ideas across paragraphs by using adverbials of time, place and number or tense choices - use brackets, dashes or commas to indicate parenthesis <u>use commas to clarify meaning or avoid ambiguity in writing</u> - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - learn the grammar for year 5 in English Appendix 2 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Underlined statements relate to Key Performance Indicators (KPIs) identified by NAHT.

Y4 Performance Standard (with reference to NAHT KPIs)

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child can:

- spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;
- place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);

- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;
- recognise some of the differences between standard English and non-standard English;
- use joined-up handwriting throughout all independent writing;
- write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and
- adopt, create and sustain a range of roles.
- A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.