



Writing Progression: Year 4

Year 4 Writing Concepts
Composition
Organise paragraphs around a theme: paragraphs/ sections help to organise content.
In narratives create settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).
Proof-read for errors in spelling and punctuation.
Discuss writing similar to that which they are planning to write and understands and learn from its structure, vocabulary and grammar.
Discuss and record ideas.
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
Assess the effectiveness of their own and others' writing and suggest improvements.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proof-read for errors in spelling and punctuation.
Read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume, so that the meaning is clear.
Vocab spelling and punctuation
Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
Use paragraphs to organise ideas around a theme.
Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Use fronted adverbials (eg 'Later that day, I heard the bad news')
Most of the time use appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
Use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
Understand the grammatical difference between plural and possessive –s
Use commas after fronted adverbials
Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).
Transcription/spelling
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Use further prefixes and suffixes and understands how to add them.
Spell further homophones.
Identify commonly misspelt words and correct them.
Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
Use the first two or three letters of a word to check its spelling in a dictionary.
Transcription/ handwriting
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, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.