

Year 4 Writing Progression

	National Curriculum objective	Autumn Term	Spring Term	Summer Term	Greater Depth
Planning	<i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i>	With support, can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for...	Can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.
	<i>Discussing and recording ideas</i>	Uses a set template to help with planning and recording of ideas.	With support, use notes and pictures, from discussion with others, to plan writing.	Can independently select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.	Can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.
Drafting/ Writing	<i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i>	With support, can compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.	Pupil can usually compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure involves simple and sometimes compound structures.	Can independently compose and orally rehearse sentences, usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.	Can independently and confidently compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.

Drafting/ Writing					
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	Organising paragraphs around a theme	With support, can plan narrative and non-fiction texts into paragraphs before they begin writing. They are aware of demarcating paragraphs on the page and is beginning to remember to do this as they write.	Can usually plan narrative and non-fiction texts into paragraphs before they begin writing. They know how to demarcate paragraphs on the page and often remember to do this as they write.	Can independently plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs. They know how to demarcate paragraphs on the page and almost always remembers to do this as they write	Can independently plan narrative and non-fiction texts into paragraphs before they begin to write. They know how to demarcate paragraphs on the page and almost always remembers to do this as they write. Some evidence of ideas being developed within and between paragraphs.
	Creating settings, characters and plot (narrative)	With support, can create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.	Can create a convincing setting, characters and a simple plot, Descriptions contain some detail but plot tends to be over-reliant on action or on the modelled story.	Can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail.	Can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.
	Using simple organisational devices: e.g. as headings and subheadings (non-fiction)	With support, can sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.	Can sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.	Can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.	Can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.

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<u>Editing/ Evaluating</u>	<i>Assessing the effectiveness of their own and others' writing and suggesting improvements</i>	With support, read back their own writing and the writing of others, monitoring to check the meaning is clear. They can sometimes identify and make suggestions for alteration.	Can read back their own writing as they go and others' completed writing, monitoring to check the meaning is clear. They can often identify and make suggestions for alteration.	Can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second subheading doesn't really match the content of the paragraph underneath it. I need to change one or the other.	Can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear; spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.
	<i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	With support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Pupil can sometimes proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Can independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.	Can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.
<u>Proof Reading</u>	<i>Proof-read for spelling and punctuation errors</i>	With support, they are beginning to spot some of their own punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation.	Can spot some of their own and others' spelling and punctuation. They are beginning to notice errors in the most recently taught spelling patterns and punctuation.	Can spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation.	Can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation. They

					can draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation that are not yet taught.
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<u>Performing writing</u>	<i>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</i>	With support, is beginning to read their writing loudly and clearly enough to be heard by all; there is some expression and pausing at the end of sentences.	Can read their writing loudly and clearly enough to be heard by all; there is some expression and pausing at the end of sentences.	Can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.	Can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.
<u>Transcription</u>	<i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>	With support, remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.	Can sometimes remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy.	Can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy.	Can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.
<u>Handwriting</u> <i>Write legibly, and with increasing speed</i>	<i>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.</i>	Can form some letters in accordance with the school's agreed style. There is some inconsistency in decisions to join letters or leave letters unjoined.	Can form letters in accordance with the school's agreed style. There is still some inconsistency in decisions to join letters or leave letters unjoined.	Can correctly form and join most letters in accordance with the school's agreed style. There is some consistency in decisions to join letters or leave letters unjoined.	Can correctly form and join all their letters in accordance with the school's agreed style. There is consistency in decisions to join or leave letters unjoined.
	<i>Increase the legibility, consistency and quality of their handwriting: e.g. 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.</i>	Writing can usually be read without mediation and there is some consistency.	Writing can usually be read without mediation and there is some consistency. More consistency in joined handwriting	Writing can almost always be read; handwriting is joined and is written at a pace that usually keeps up with what pupils want to say.	Writing can be easily read; handwriting is joined and is written at a pace that keeps up with what pupils want to say.

