



**Mark First and Preschool CE Academy: WRITING PROGRESSION in Year Four**  
National Curriculum Objectives

**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 [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].

**Handwriting (Penpals Sequence)**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
1 Introducing diagonal join from p and b to ascender: <b>ph, pl, bl</b> 2 Introducing diagonal join from p and b, no ascender: <b>bu, bi, be, pu, pi, pe</b> 3 Introducing diagonal join from p and b to an anticlockwise letter: <b>pa, po, pm, ba, bo, bs</b> 4 Revising parallel ascenders and descenders: <b>bb, pp</b> 5 Break letters: <b>x, z</b> 6 Spacing in common exception words 7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency 10 End-of-term check	11 Revising parallel ascenders 12 Revising parallel ascenders and break letters 13 Relative sizes of letters 14 Proportion of letters 15 Spacing between letters 16 Spacing between words 17 Writing at speed 18 Improving fluency 19 Speed and fluency 20 End-of-term check	21 Consistency of size 22 Proportion 23 Spacing between letters and words 24 Size, proportion and spacing 25 Fluency: writing longer words 26 Speed and fluency 27 Revising break letters 28 Print alphabet: presentation 29 Assessment 30 Capital letters: presentation

**Writing Composition**

<b>Planning</b>	<b>Drafting</b>	<b>Editing</b>	<b>Performing</b>
<b>Plan writing by:</b> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<b>Draft and write by:</b> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<b>Evaluate and edit writing by:</b> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<b>Performing writing:</b> <ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>

Grammatical Terminology				
Revise Year Three Terminology:				
adverb	preposition	conjunction	word family	clause
subordinate clause	direct speech	consonant	consonant letter	vowel
vowel letter	inverted commas (or 'speech marks')			
Year Four Terminology:				
determiner	pronoun	possessive pronoun	fronted adverbial	
Vocabulary, Grammar and Punctuation				
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>		<b>Grammar:</b> <ul style="list-style-type: none"> <li>using fronted adverbials</li> <li>difference between plural and possessive -s</li> <li>Standard English verb inflections (I did vs I done)</li> <li>extended noun phrases, including with prepositions</li> <li>appropriate choice of pronoun or noun to create cohesion</li> </ul>		<b>Punctuation:</b> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>
Spelling				
Common Exception Words				
* spell all of the Year 3 and Year 4 statutory spelling words correctly.				
Further Spelling Conventions				
<ul style="list-style-type: none"> <li>spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>use their spelling knowledge to use a dictionary more efficiently.</li> </ul>				
Spelling Rules and Guidance				
<b>Apply further Year 4 spelling rules and guidance*, which includes:</b> <ul style="list-style-type: none"> <li>spell words with /shun/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</li> <li>spell words with a /shun/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>spell words with a /shun/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</li> <li>spell words with a /shun/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician, politician, mathematician).</li> <li>spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).</li> </ul>				