



## Widmer End CC School Progression of Skills in Writing

<b>Year 4 writing grid</b>
<b>Composition</b>
<b>Organises paragraphs around a theme: paragraphs/ sections help to organise content.</b>
<b>In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).</b>
<b>Proof-reads for errors in spelling and punctuation.</b>
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
Discusses and records ideas.
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
Assesses the effectiveness of their own and others' writing and suggests improvements.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proof-reads for errors in spelling and punctuation.
Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.
<b>Vocab spelling and punctuation</b>
<b>Uses 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!").</b>
<b>Uses paragraphs to organise ideas around a theme.</b>
<b>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</b>
<b>Uses fronted adverbials (eg 'Later that day, I heard the bad news')</b>
<b>Most of the time uses 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').</b>
Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
Understands the grammatical difference between plural and possessive -s
Uses commas after fronted adverbials
Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).
<b>Transcription/spelling</b>
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Uses further prefixes and suffixes and understands how to add them (Appendix 1)
Spells further homophones.
Identifies commonly misspelt words and corrects them. (See Appendix 1)
Understands 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.
<b>Transcription/ handwriting</b>
Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
Increases 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.
<b>Terminology</b>
Determiner, pronoun, possessive pronoun, adverbial