**Year 4: Writing Progression Small Steps**

**Year 4 Contexts for Writing:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices [for example, headings and sub-headings.) | Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices [for example, headings and sub-headings.) | Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices [for example, headings and sub-headings.) |

**Year 4 Writing Small Steps:**

**(Refer also to Year 3 Writing Small Steps document)**

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| **Composition: Planning** | * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Know and apply a text structure. * Understand and apply key text features. * Understand how vocabulary/phrases support the text type. * Write in note form. * Capture key words for character, setting, plot. * Discuss and record ideas. | |
| **Composition Drafting & Writing (including Grammar Text Level)** | * Use paragraphs to organise ideas around a theme. * Organise content into related chunks of information. * Headings and subheadings need to summarise content of paragraph/text. * Make appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition. * Establish who/what before using a pronoun. * Alternate between a character’s name and their relative pronoun e.g. Tom said…… He…. * Know and apply relative pronouns e.g. Jake – he; Lisa - she; dog – it; football team members – they and possessive pronouns e.g. his, her, their. * When writing using multiple characters ensure it is clear who she, he, they, it are referring to. | Draft and Write:   * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Grammar Sentence Level section below). * Organise paragraphs around a theme. * In narratives, create settings, characters and plot. * Adapt a simple story structure by introducing a problem. * Ensure the problem is resolved through character problem solving (links from earlier paragraphs). * In non-narrative material, use simple organisational devices for example headings and subheadings. |
| **Grammar Sentence Level** | * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*). * To use expanded noun phrases by combining two noun phrases e.g. the angry dog with the black collar… * To describe place by using prepositions e.g. the ginger cat under the chair, looked for danger. * To use different categories of adjectives e.g. emotions/feelings, texture, character. * To select/generate relevant descriptive language to aid clarity for reader. * Use **fronted adverbials** [e.g. *Later that day*, *I heard the bad news.*] * Build on Year 2 and Year 3 adverb work. * Identify adverbials in sentences. * Generate sentences with adverbials related to time (when e.g. afterwards), place (where e.g. upstairs, in the distance), manner (how e.g. without warning); frequency (e.g. rarely); Greater depth: degree (e.g. completely exhausted). * Generate alternative adverbials for time, place, manner. * Orally rehearse an adverbial sentence before reordering the sentence structure e.g. Jamie arrived last night. Last night, Jamie arrived. * Relocate an adverbial to the start of a sentence. * Demarcate with a comma. * Use similes in poetry. * Describe something as though it is something else – linked. * Use ‘like’ to make a comparison. * Use ‘as’ to make a comparison. * Use relevant similes that enhance a description. * Use relevant similes to enhance the atmosphere. | |
| **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!”*]. * Spoken words are punctuated. * Use verbs and adverbs to describe how a person is expressing what they are saying. * Punctuation is used accurately in direct speech e.g. Tom said, “Don’t do that!”; “Don’t do that!” Tom said.; “Can I help?” Tom asked.; “We’re too late,” I said.; I said, “We’re too late.” * Punctuate split speech accurately e.g. “Harry,” I said, “we wasted time.”; ”Oh no!” I gasped, “What do we do now?” * Use **Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ names*]. * Use commas after **fronted adverbials.** | |
| **Composition: Evaluating and Editing** | * 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 reading for spelling and punctuation errors. * Use the first two or three letters of a word to check its spelling in a dictionary. * 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. * Identify the words/phrase that would capture the audience. * Identify the key information – important information. * Match voice to emotion e.g. sad = slow, low; happy = quick, higher. * Express emotions through facial expression: use of eyes, mouth. * Use volume to enhance emotion e.g. angry, whisper. * Use volume to enhance action: action words louder/softer for effect. * Communicate an awareness of punctuation e.g. ! – emotion; ? – questioning; HAAAA – louder. * Adjust voice to reflect surroundings e.g. need to be ‘just’ heard. | |
| **Grammar (Word Level)** | * Know the grammatical difference between **plural** and **possessive** *–s* * Use 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 did/done accurately. * Accurately use was/were. * Accurately use which/who. * Verbally use all verbs in a spoken sentence: ‘Go toilet’ – ‘Can I go to the toilet?’ * Include determiners in oral sentences: ‘Can I have orange? – ‘Can I have an orange?’ * Use personification and metaphors in poetry. * Understand that a metaphor describes a noun as though it is another noun: The boy was a vicious lion, ready to pounce. * Understand that a metaphor reflects a characteristic: e.g. Mum = strong; what is strong? Steel - Mum was a pillar of steel. * Use and understand personification as a noun adopting a human trait: touch, spoken words, appearance, movement. | |
| **Transcription: Spelling and Handwriting** | * Spell further homophones. * Use further prefixes and suffixes and understand how to add them (See NC English Appendix 1 below). * Spell words that are often misspelt (See NC English Appendix 1 below). * Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell Word List Years 3 and 4. * Use the diagonal and horizontal strokes 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 cursive writing. * Start on the line. * Letters are parallel. * Letters are equally spaced. * Space ascenders and descenders so they do not clash on the line below. | |

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| **Terminology for pupils** | determiner  pronoun, possessive pronoun  adverbial |

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| **English - Appendix 1: Year 3 and 4 Spellings**  **Year 4: Spell all of the following:** | | | | | | | | |
| accident(ally) | actual(ly) | address | answer | appear | arrive | believe | bicycle | breath |
| breathe | build | busy/business | calendar | caught | centre | century | certain | circle |
| complete | consider | continue | decide | describe | different | difficult | disappear | early |
| earth | eight/eighty | enough | exercise | experience | experiment | extreme | famous | favourite |
| February | forward(s) | fruit | grammar | group | guard | guide | heard | heart |
| height | history | imagine | increase | important | interest | island | knowledge | learn |
| length | library | material | medicine | mention | minute | natural | naughty | notice |
| occasion(ally) | often | opposite | ordinary | particular | peculiar | perhaps | popular | position |
| possess(ion) | possible | potatoes | pressure | probably | promise | purpose | quarter | question |
| recent | regular | reign | remember | sentence | separate | special | straight | strange |
| strength | suppose | surprise | therefore | though/although | thought | through | various | weight |
| woman/women |  |  |  |  |  |  |  |  |

| **NC Appendix 1: Spelling – work for years 3 and 4** |
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| **Revision of work from years 1 and 2** |
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Pay special attention to the rules for adding suffixes.

| **New work for years 3 and 4** |
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| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Adding suffixes beginning with vowel letters to words of more than one syllable |  | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation |
| The /ɪ/ sound spelt y elsewhere than at the end of words |  | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou |  | These words should be learnt as needed. | young, touch, double, trouble, country |
| More prefixes |  | Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. |  |
|  |  | Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. | **dis–**: disappoint, disagree, disobey  **mis–**: misbehave, mislead, misspell (mis + spell) |
|  |  | The prefix **in–** can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. | **in–**: inactive, incorrect |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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|  |  | Before a root word starting with **l**, **in–** becomes **il**. | illegal, illegible |
|  |  | Before a root word starting with **m** or **p**, **in–** becomes **im–**. | immature, immortal, impossible, impatient, imperfect |
|  |  | Before a root word starting with **r**, **in–** becomes **ir–**. | irregular, irrelevant, irresponsible |
|  |  | **re–** means ‘again’ or ‘back’. | **re–**: redo, refresh, return, reappear, redecorate |
|  |  | **sub–** means ‘under’. | **sub–**: subdivide, subheading, submarine, submerge |
|  |  | **inter–** means ‘between’ or ‘among’. | **inter–**: interact, intercity, international, interrelated (inter + related) |
|  |  | **super–** means ‘above’. | **super–**: supermarket, superman, superstar |
|  |  | **anti–** means ‘against’. | **anti–**: antiseptic, anti-clockwise, antisocial |
|  |  | **auto–** means ‘self’ or ‘own’. | **auto–**: autobiography, autograph |
| The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix –ly |  | The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply.  The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
|  |  | **Exceptions**:  (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. | happily, angrily |
|  |  | (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. | gently, simply, humbly, nobly |
|  |  | (3) If the root word ends with **–ic**,  **–ally** is added rather than just **–ly**, except in the word *publicly*. | basically, frantically, dramatically |
|  |  | (4) The words *truly*, *duly*, *wholly.* |  |
| Words with endings sounding like /ʒə/ or /tʃə/ |  | The ending sounding like **/**ʒə**/** is always spelt –**sure**.  The ending sounding like **/**tʃə**/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.* | measure, treasure, pleasure, enclosure  creature, furniture, picture, nature, adventure |
| Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | division, invasion, confusion, decision, collision, television |
| The suffix –ous |  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word.  **–our** is changed to **–or** before **–ous** is added.  A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the  **–ous** ending, it is usually spelt as **i**, but a few words have **e**. | poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous  humorous, glamorous, vigorous  courageous, outrageous  serious, obvious, curious hideous, spontaneous, courteous |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian |  | Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.  **–ssion** is used if the root word ends in **ss** or –**mit**.  **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*  **–cian** is used if the root word ends in **c** or **cs**. | invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) |  |  | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) |  |  | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  |  | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) |  | In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey |  |  | vein, weigh, eight, neighbour, they, obey |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Possessive apostrophe with plural words |  | The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in  **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*). | girls’, boys’, babies’, children’s, men’s, mice’s  (**Note:** singular proper nouns ending in an *s* use the ’s suffix e.g. Cyprus’s population) |
| Homophones and near-homophones |  |  | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |