



Barrowcliff School

Skills Progression in Years 3 & 4

Writing

Year 3

	Emerging	Working Towards	ARE	EXC
Composition	<p>To build a clear picture of setting and character for the reader</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar e.g. adjectives, paragraphs, conjunctions</p> <p>To identify and name headings and subheadings.</p> <p>Recognise errors in specific pieces of writing.</p>	<p>To ensure sufficient detail to describe the plot clearly for the reader</p> <p>To annotate texts similar to that which they are writing to identify key features; compare and discuss ideas</p> <p>Identify and discuss how authors create setting, characters and plot</p> <p>To create suitable headings and sub-headings to match a piece of writing. Use simple organizational devices for non-fiction Identify paragraphs, in fiction and non-fiction, as a group of sentences around the same theme</p> <p>Assess the effectiveness of their own and others' writing and suggesting</p>	<p>Creates setting, characters and plot within narratives using appropriate planning formats</p> <p>Thinks aloud to explore and collect ideas. In narratives, creates setting, characters and plot</p> <p>Non-fiction writing is logically organised and uses headings and sub headings to support the structure Paragraphs are used as a way to group related material together in both fiction and non-fiction</p> <p>Uses proof reading to focus on accuracy with spelling and punctuation.</p> <p>Sequences of sentences and ideas developed logically.</p>	<p>Evaluation and effectiveness of own and others' writing is used, suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Writing is proof-read for spelling and punctuation errors accurately Reading 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.</p> <p>Justify reasons and opinions about texts</p>

		<p>improvements; propose changes to vocabulary and grammar to improve consistency including the accurate</p> <p>Use of pronouns in sentences. self and peer assessment. 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.</p>		<p>Using and applying all skills and key features for each genre when planning</p> <p>Structure and organisation of writing is organised in paragraphs around a theme.</p> <p>Fluent writing across a range of genres both fiction and nonfiction</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Be able to write a series of simple sentences that are punctuated correctly. Use the conjunctions and, because, then, so</p> <p>Recognise and collect examples of interesting vocabulary</p> <p>To identify different types of conjunctions to express time, place and cause; identify and use them appropriately.</p> <p>Identify speech and speech mark in writing.</p>	<p>Write longer pieces of work using clear sentences, punctuated correctly that are logically sequenced. Use the conjunctions but, when, also Begin to use a variety of interesting words appropriately</p> <p>To know what adverbs and prepositions are; identify and use them appropriately</p> <p>To know a range of pronouns that can be used to replace a noun – he, she,</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions. To use pronouns to replace a noun</p> <p>Use present perfect form of verbs ('have/had')</p> <p>Use inverted commas to punctuate direct speech</p> <p>A variety of conjunctions are used to link clauses. Words are chosen for variety and interest</p>	<p>Use and apply adventurous vocabulary linked to their reading</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>

		<p>it, they etc -Identify past and present tense.</p> <p>To isolate spoken words when writing; begin to enclose them in speech marks.</p>		<p>Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>Use prepositions to express time and cause Learn, use and understand the grammatical terminology for years 3 and 4 when discussing their writing and reading.</p> <p>Indicate grammatical and other features by using commas after fronted adverbials Is able to write from memory sentences, dictated by the teacher, that include words included in the key stage 2 national curriculum</p>
<p>Transcription (spelling & handwriting)</p>	<p>Consolidate all handwriting joins.</p> <p>To know what syllables are and be able to count them in words.</p>	<p>Use joins accurately and consistently. Form letters correctly.</p> <p>Break words into syllables and use these to aid the build-up of word spellings.</p>	<p>Handwriting is joined and legible and shows a consistency in letter formation</p> <p>Spelling of common polysyllabic words,</p>	<p>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</p>

	<p>To know what suffixes are and the range of suffixes used e.g. -ed, -ing er</p>	<p>To consolidate the rules for adding suffixes.</p>	<p>including compound words is usually accurate. To know the rules for adding suffixes.</p> <p>Know the spelling rules and patterns as outlined in the National Curriculum (Year 3 appendix).</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Morphological and etymological knowledge, and full range of spelling rules and patterns for Years 3&4 are accurately applied, including: accurate spelling of most prefixes and suffixes for Y3&4 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Accurate spelling of most homophones and other words which are often confused Accurate spelling of most words that need to be specifically learnt, as listed in Years 3&4 word list Use the first two or three letters of a word to check its spelling in a dictionary</p>
--	---	--	---	---

Year 4

	Emerging	Working Towards	ARE	EXC
Composition	<p>To understand that writing has a purpose</p> <p>To annotate texts similar to that which they are writing to identify key features; compare and discuss ideas</p> <p>To organise pieces of writing identifying and naming headings and sub-headings</p> <p>Identify and evaluate errors in a range of pieces of work in order for amendments to be made in order to improve a piece of work.</p> <p>Identify and discuss the impact of a variety of sentence lengths and why they are significant.</p>	<p>Assess the effectiveness of their own and others' writing and suggest purposeful improvements; propose changes to sentence structure, vocabulary and grammar.</p> <p>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</p> <p>Write using a variety of sentence lengths for effect. Include a variety of types of conjunctions within writing. Independently include noun phrases and prepositional phrases</p>	<p>Writing is for a range of real purposes and audiences across the curriculum</p> <p>Use planning tools and frames to organise their writing and produce a first draft.</p> <p>Writing is logically organised using headings and outline plans Paragraphs are organised around a theme</p> <p>Reread to check meaning and accuracy with spelling and punctuation. Beginning to revise the structure of sentences for effect as well as for accuracy with spelling and punctuation.</p>	<p>In planning, pupils discuss and record ideas from a range of sources, noting good use of structure, vocabulary and grammar. Using and applying composition skills to create an effect</p> <p>The drafting process is used to make appropriate choices of grammar and vocabulary to clarity and enhance meaning.</p> <p>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense.</p>

				<p>Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling Justify reasons and opinions about texts</p> <p>Structure and organisation of writing is informed by its audience, purpose and context through developing the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth</p> <p>Writing is National Standard within all curriculum subjects</p> <p>Fluent writing across a range of genres both fiction and nonfiction</p>
--	--	--	--	--

<p>Vocabulary, Grammar and Punctuation</p>	<p>Identify a range of conjunctions and how they can be used for different meanings within a sentence. Become familiar with how to improve sentence by using noun phrases (the green house} expanded and modified by adjectives, additional nouns and preposition phrases (over the hill).</p> <p>To understand the meaning of subordination and coordination.</p> <p>To know and understand the meaning of the term fronted adverbial. To know a range of pronouns that can be used to replace a noun – he, she, it, they etc</p> <p>To know past, present and future tenses.</p> <p>Using inverted commas consistency for speech. Identify in reading and writing correct use of apostrophes for possession</p>	<p>To identify and be able to include subordination and coordination in writing.</p> <p>To include fronted adverbials in writing using a comma.</p> <p>Include a variety of pronouns and understand why a range is needed</p> <p>Verb forms used accurately.</p> <p>Using capital letters accurately within speech sentences and using commas accurately before or after the spoken words. Include any other punctuation (such as ? or !) inside speech marks.</p> <p>Using apostrophes accurately to mark singular possession (apostrophes come at the end of a word ending in an s) and plural possession</p> <p>Can use inverted commas and other punctuation for direct speech. Apostrophes</p>	<p>Variation in sentence length and structure using different verb forms (present, past, progressive and perfect tense)</p> <p>A range of appropriate conjunctions are used to link clauses.</p> <p>Noun phrases are expanded and modified by adjectives, additional nouns and preposition phrases</p> <p>Subordination and coordination is used throughout writing Fronted adverbials used - comma used after a fronted adverbial Repetition avoided by the use of appropriate pronouns</p> <p>Verbs forms are used accurately</p> <p>Inverted commas and other punctuation (commas) used to indicate direct speech. Apostrophe used to mark singular and plural possession</p>	<p>Precise consistent use of the range of conjunctions used.</p> <p>Accurate use of the present perfect form of verbs in contrast to the past tense.</p> <p>Using adverbs and prepositions in a variety of places within the sentence</p> <p>Confident use and understanding of the grammatical terminology for years 3 & 4 and independently use this knowledge in their planning and writing</p> <p>Use and apply adventurous vocabulary linked to their reading</p> <p>Accurate use of apostrophes for contracted words and indicating possession</p> <p>Accurate use of the layout of punctuating direct speech (e.g. new</p>
---	---	---	--	---

		to mark singular and plural possession	Punctuation is accurate	speaker, new line) Is able to write from memory sentences, dictated by the teacher, that include punctuation included in the KS2 national curriculum
Transcription (spelling & handwriting)	All joins to be consolidated and practised. Know the grammatical difference between plural and possessive s.		Handwriting is joined, fluent, legible and consistent Spelling of polysyllabic words is accurate Know the spelling rules and patterns as outlined in the National Curriculum (Year 4 appendix).	Legible, fluent handwriting with accurate use of diagonal and horizontal strokes Is able to write from memory sentences, dictated by the teacher, that include words included in the KS2 national curriculum Accurate spelling, with only occasional errors in more ambitious vocabulary choices