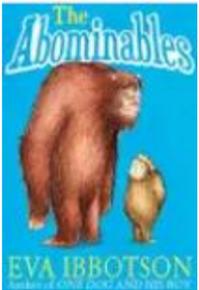


CELT Small School Progression of Skills in Writing

Year 4

<p>Year 4 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p><i>All units to include scaffolded and independent writing</i></p>	<p>Autumn 1 PVP Recount linked to aquarium visit.</p> 	<p>Autumn 2 Persuasive advert linked to Romans Setting and character description The whale setting and character description (S) Thieves of Ostia (I)</p> 	<p>Spring 1 Story opening linked to the Last Bear. Non-chronological report on the digestive system</p> 	<p>Spring 2 Letter linked to the Abominables Fact File on Mountains</p> 	<p>Summer 1 Diary linked to camp For the Birds – focus on speech.</p> 	<p>Summer 2 Poetry - Jabberwocky Balanced argument linked to school topic Feast narrative with changes.</p> 
<p>Sharing</p>	<p>Sharing within the year group</p>	<p>Parents – persuasive adverts</p>	<p>Y3</p>	<p>Y5</p>	<p>Parents</p>	<p>Shared with CELT schools</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) <p><i>See spelling progression on separate document.</i></p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) use the first 2 or 3 letters of a word to check its spelling in a dictionary 					
<p>Transcription</p>	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> 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 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, Vocabulary and grammar 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices confidently (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in narratives, create settings, characters and plot confidently 	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in narratives, create settings, characters and plot confidently in non-narrative material, use simple organisational devices confidently (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in non-narrative material, use simple organisational devices confidently (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs confidently around a theme 	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in narratives, create settings, characters and plot confidently in non-narrative material, use simple organisational devices confidently (headings & subheadings)
<p>Editing Writing</p>	<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements within a framework propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 					

Performing Writing	<ul style="list-style-type: none"> • 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. 					
Word	<ul style="list-style-type: none"> • understand the difference between plural and possessive -s 				<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) (show dialect and characterisation). • understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document. 	<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) (show dialect and characterisation). • understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document.
Sentence	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) 	<ul style="list-style-type: none"> • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most annoying child</i>) are used to make the expanded noun phrase more precise. • use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most annoying child</i>) are used to make the expanded noun phrase more precise • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use conjunctions, adverbs and prepositions to express time and cause
Text		<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him)

<p>Punctuation</p>	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular). 	<ul style="list-style-type: none"> indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names): Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular). 	<ul style="list-style-type: none"> use commas after fronted adverbials (how, where and when - beyond ly) indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular). 	<ul style="list-style-type: none"> use commas after fronted adverbials (how, where and when - beyond ly) indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular). 	<ul style="list-style-type: none"> use and punctuate direct speech (including punctuation within and surrounding inverted commas). A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach speech) i.e. The conductor shouted, 'Sit down!' use commas after fronted adverbials (how, where and when - beyond ly) indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular). 	<ul style="list-style-type: none"> use and punctuate direct speech (including punctuation within and surrounding inverted commas). A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach speech) i.e. The conductor shouted, 'Sit down!' use commas after fronted adverbials (how, where and when - beyond ly) indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks, commas for lists, contractions and apostrophes for possessions (singular).
<p>Terminology for pupils to use and understand</p>	<p>determiner, pronoun, possessive pronoun</p>	<p>determiner, pronoun, possessive pronoun</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>
<p>Statutory word lists to be covered.</p>	<p>busy, circle, describe, different, early, experience, favourite, grammar, group, learn, probably, sentence</p>	<p>actually, answer, believe, certain, continue, decide, enough, heard, important, island, length, library, mention, notice, position, promise, question, straight, thought</p>	<p>appear, centre, complete, consider, Earth, February, fruit, increase, important, medicine, occasion(ally), popular, purpose, recent, regular, strange, through</p>	<p>address, appear, breath, disappear, experiment, extreme, forward, heart, height, interest, natural, often, perhaps, possible, pressure, separate, various, woman/women</p>	<p>accidentally, arrive, bicycle, difficult, exercise, guide, imagine, minute, naughty, opposite, ordinary, peculiar, possession, quarter, remember, strength, weight</p>	<p>build, calendar, century, eight/eighth, famous, guard, history, knowledge, material, particular, potatoes, reign, special, suppose, therefore, though/although</p>