

Waterville Primary School Progression of Skills in English – Writing

Year 4	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>Pupils should be taught: -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
Explore and Develop Ideas	<p>Pupils should plan their writing by: -Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>		Handwriting	<p>Pupils should be taught to: Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>
Evaluate and Edit Work	<p>Pupils should evaluate and edit by: - Proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. -Proof-reading consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p>			
	Spelling	Punctuation	Grammar	Composition
	<p>-Use prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto. -Understand and add suffixes -ation, -ous. -Add shun endings spelt -tion, -sion, -ssion, -cian. -Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. -Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. -Spell words that are often misspelt for years 3 and 4 (English Appendix 1). -Spell words with the 's' sounds spelt 'sc' e.g. science, scene. -Place the possessive apostrophe words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. -Use the first three or four letters of a word to check its spelling in a dictionary. -Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. Use commas after fronted adverbials.</p>	<p>-Understands the grammatical difference between plural and possessive -s. -Maintain an accurate tense. -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 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. -Use fronted adverbials e.g. Later that day, I heard the bad news. -Using subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. -Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.</p>	<p>Pupils should draft and write by: - Drafting and writing non-narrative material, using simple organisational devices. -Writing a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices). -To write a range of narratives that are well- structured and well-paced. -To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. -Making the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>