



Year 4 Knowledge and Skills Progression Document- Writing

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write narrative by creating settings and characters</p> <p>Draft and write non narrative materials using simple organizational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>To read my work aloud</p> <p>Use noun phrases expanded by the addition of modifying adjectives,</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>	<p>Plan his/her writing by discussing and recording ideas Draft and write by organising paragraphs around a theme</p> <p>Draft and write narratives by creating settings,, characters and plot</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>To read my work aloud using control and volume. Understands the grammatical difference between plurals 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</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Draft and write narratives by creating settings,, characters and plot with consideration for audience and purpose.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p> <p>To read my work aloud using control and volume using the appropriate intonation. Understands the grammatical difference between plural and possessive –s</p> <p>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.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit</p>

<p>e.g. The conductor shouted, "Sit down!" -</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; Use commas after fronted adverbials</p>	<p>down!" - a comma after the reporting clause; end punctuation within inverted commas</p>
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