

**Progression in Writing– Year 4  
Class/ Group (s)**

**Pupil name**

**Date (from - to)**

	<b>Dimension 1 - TRANSCRIPTION</b>		<b>Dimension 2 - COMPOSITION</b>	
	<b>Aspect 1- Spelling</b>	<b>Aspect 2- Handwriting and presentation</b>	<b>Aspect 3 - Writing Processes</b>	<b>Aspect 4- Vocabulary, Grammar and Punctuation</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Spells correctly:               <ul style="list-style-type: none"> <li>□ Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character)</li> <li>□ Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure)</li> <li>□ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) ( league, tongue, antique, unique)</li> <li>□ Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent)</li> <li>□ Words with the /eɪ/ sound spelt ei, eigh, or ey( vein, weigh, eight, neighbour, they, obey)</li> </ul> </li> <li>Begins to use correctly the possessive apostrophe with plural words (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)</li> <li>Uses correctly the possessive apostrophe with plural words (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)</li> <li>Knows and uses the correct spelling of homophones or 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)</li> <li>Spell all the words in the Y3/4 word list correctly.</li> <li>uses the first two or three letters of a word to check its spelling in a dictionary</li> <li>writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly, with consistency and quality, e.g. by ensuring that the downstrokes of letters are parallel and equidistant;</li> <li>ensures lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>Organises the content of paragraphs (usually around a theme)</li> <li>reads aloud their own writing using appropriate intonation</li> <li>proposes changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>expands sentences by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>makes appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>uses fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>uses commas after fronted adverbials</li> <li>uses apostrophes correctly to mark singular possession (e.g. the girl's name)</li> <li>uses apostrophes correctly to mark plural possession (e.g. the girls' names)</li> <li>uses inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</li> <li>accurately and appropriately uses and understands the following grammatical terminology: determiner, pronoun, possessive pronoun, adverbial</li> </ul>