



Shotton Hall Primary School

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SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 4

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Narrative: Myths and Legends (Marcia Williams Greek Myths) • Narrative: Adventure (Varjak's Paw) • Non-fiction: Instructions (How to destroy a witch – a potion for the Mouse 'The Witches') • Non-fiction: Non-chronological report • Recount: Review of a sports event, restaurant or theatre performance. 	<p><i>Narrative: Myths</i></p> <ul style="list-style-type: none"> • To know that a myth provides an explanation for the origins of a phenomena e.g. thunder, day and night, winter by telling the story of how they came to be. • Myths often provide narrative clues that help to build a picture of the beliefs, life-styles and ideology of the people who first told them. • Myths are set in the past. Usually a distant and non-specific past and are presented as something that actually happened. • Opposites occur frequently in myths as themes, including good and evil, night and day, calm and storm, wise and foolish, just and unjust. • Like other traditional stories, myths use quests, journeys and trials as themes. • The hero or heroine often has to undergo some kind of test or set off on a long and 	<ul style="list-style-type: none"> • Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases e.g. the bright, blue beautiful butterfly with the fluttering wings on its back • Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials with commas. • Be consistent in decisions as to whether to use nouns or pronouns for clarity and cohesion to avoid repetition • Begin to be more specific with their word choices (e.g. The man got into the car, might become, Simon jumped quickly into his red BMW • Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures)

	<p>difficult journey where dangers arise at each stage.</p> <ul style="list-style-type: none"> • The plot of a myth usually includes incredible or miraculous events where characters behave in superhuman ways using unusual powers or with help from superhuman beings. • Characters typical of traditional stories appear in myths, e.g. talking animals, rich kings, foolish young men. Although a trickster character is often a mischievous god. • Rich, evocative vocabulary and imagery are typical. Vivid descriptions of characters and settings. • Fast-moving narration of action. • Less use of dialogue and repetition than other types of traditional story. • Simile is used widely to help convey grand settings and describe awe-inspiring characters. <p><i>Narrative: Adventure</i></p> <ul style="list-style-type: none"> • Chronological narrative building excitement as the hero faces and overcomes adversity. • Narratives build tension with one problem after another accelerating the adventure with the high-point of tension near the end. • The story can take place in any setting where there is the potential for adventure through danger or threat. 	<ul style="list-style-type: none"> • Construct a variety of similes using 'like' or 'as' (e.g. He's as grumpy as a grizzly bear, She raced like the wind) • -Use the features of written standard English more consistently (e.g. replacing regional grammar structures of dialect words with their standard English equivalents)
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	<ul style="list-style-type: none"> • A blend of action, dialogue and description develops characters who the reader cares about at the same time as moving the plot along at an exciting pace. • Description adds to the sense of adventure by heightening the reader's awareness. • Dialogue is an element which is used to advance the action rather than explore characters' feelings. • Language usually has a cinematic quality with evocative, powerful vocabulary with varied verb use for action scenes. • Villains are a good match for the hero and should be someone the reader dislikes because they work in subtle ways. • Sometimes there are twists at the end, e.g. someone who may have seemed insignificant saves the day or a character that appeared good and helpful turns out to be two-faced. <p><i>Instructions</i></p> <ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a common task. Go on to follow instructions of increased complexity. • Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures or are combines 	
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	<p>with other text types and compare these in terms of audience, purpose and form.</p> <ul style="list-style-type: none"> • Write a set of instructions using appropriate form and features and test them out on other people, revise and try them out again. <p><i>Non-Chronological Report</i></p> <ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs. • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. • Include a glossary, headings and subheadings, pictorial information (diagrams, graphs, maps), captions. <p><i>Recount</i></p> <ul style="list-style-type: none"> • Watch or listen to third person recounts and reviews. • Use a wider range of conjunctions such as meanwhile, following and afterwards. Include detail expressed in ways which will engage the reader. • Expresses personal opinions, both positive and negative about the experience. 	
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	<ul style="list-style-type: none"> • Vocabulary is carefully selected to describe the experience. • Ends with a summation of the experience which may include recommendations. 	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive 's'. • Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was. 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and punctuation within the inverted commas. • Apostrophes to mark singular and plural possession. 	<ul style="list-style-type: none"> • Words from the National Curriculum 3/4 list. PLEASE SEE APPENDIX FOR THESE SPELLINGS. • Homophones and near-homophones e.g. affect/ effect, bury/ berry, fair/ fare and mail/ male. • Words with the 'ai' sound spelt 'ei', 'eigh' or 'ey' e.g. vein and eight. • Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner, gardening, gardener, limiting, limited, limitation. • Words using suffixes -ly, -ation, -ous. • Words using suffixes -tion, sion, ssion, cian. • Words with the 'schwa' sound e.g. measure and creature. • Words with the /k/ sound spelt 'ch' e.g. scheme and chemist. • Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' e.g. league and unique. • Possessive apostrophe with plural words e.g. girls, babies'.

Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting. • In Year 4 children should be writing consistently and confidently in the cursive Berol font. 	<p><i>Plan</i></p> <ul style="list-style-type: none"> • Discuss writing similar to that of which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. <p><i>Draft</i></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue). Progressively build a varied and rich vocabulary and increasing range of sentence structures. • Organising paragraphs around a theme. • In narratives, create characters, settings and plots. • In non-narrative, use simple organisational devices e.g. headings and sub-headings. <p><i>Evaluate and Edit</i></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing to a group or whole class using intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Determiner