



English: Writing – LKS2 Y3/4
Progression of Knowledge and Skills



| | Year 3 - TOPIC & TEXT | | | Year 4 - TOPIC & TEXT | | |
|----------------------------------|---|--|--|--|---|--|
| Term | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Topic | <u>You are what you eat</u> Giant by Kate Scott (an extract) <u>Predator</u> Little Red Riding Hood (Pie Corbett version) | <u>TRIBAL TALES</u> The Wild Girl by Chris Wormell <u>Mighty Metals</u> Nail Soup (Pie Corbett version) | <u>Rocks, relics and rumbles</u> The Girl & The Dinosaur by Hollie Hughes <u>Exciting Egyptians</u> Croco Nile by Roy Gerrard | <u>The Outback</u> The Frog who wouldn't laugh by Cecilia Egan <u>Top to toe</u> The Robot and the Bluebird by David Lucas | <u>We are warriors!</u> Roman myths: Romulus and Remus by Geraldine Mccaghren <u>Cornish Coastline</u> Mermaid of Zennor by Michael Morpurgo | <u>Blue Planet (pollution)</u> The Great Kapok Tree by Lynn Cherry <u>Earth Uncovered</u> Where the forest meets the sea by Jeannie Baker |
| Writing: Handwriting | <u>Handwriting:</u> (See also Y2 Skills and Progression and the KS1 teaching sequence of handwriting document) Statutory requirements: Pupils should be taught to: ♣ 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | | | | | |
| Key Assessment Criteria | *I increase the legibility, consistency and quality of my handwriting *I understand which letters, when adjacent to one another, are best left un joined *I use the diagonal and horizontal strokes that are needed to join letters | | | *Continue to build on the work from year 3 | | |
| Writing: Punctuation and grammar | <u>Punctuation and Grammar:</u> Statutory requirements: Pupils should be taught to: <u>Sentence structure:</u> ♣ Express time, place and cause using conjunctions (eg. When, so before, after, while, because), adverbs (eg then, next, soon, therefore) or prepositions (eg before, after, during, in , because) <u>Text structure:</u> ♣ Introduce paragraphs as a way to group related material ♣ teach the use of headings and sub-headings to aid presentations ♣ use the present perfect form of verbs instead of the simple past (eg He has gone out to play contrasted with He went out to play) <u>Punctuation:</u> ♣ Introduce inverted commas to punctuate direct speech ♣ Teach the use of apostrophes to mark plural possession | | | <u>Punctuation and Grammar:</u> Statutory requirements: Pupils should be taught to: <u>Sentence structure:</u> ♣ Teach noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to: the strict maths teacher with curly hair). ♣ Teach fronted adverbials (eg Later that day, I heard bad news) <u>Text structure:</u> ♣ Use paragraphs to organise ideas around a theme ♣ Focus on appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition <u>Punctuation:</u> ♣ Use of inverted commas and other punctuation to indicate direct speech ♣ Teach the use of the apostrophe for omission and possession ♣ Teach the use of commas after fronted adverbials | | |
| Writing: Grammar | <u>Autumn Term</u> *I use a range of sentences with more than one clause by | <u>Spring Term</u> *I use the perfect form of verbs instead of the simple past. (I have written it down | <u>Summer Term</u> *Word choices are adventurous and carefully | <u>Autumn Term</u> *I use a range of sentences with more than one clause – through use of conjunctions | <u>Spring Term</u> *I use appropriate nouns or pronouns within and across sentences to support | <u>Summer Term</u> *I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair...') |

| | | | | | | |
|---|--|---|---|--|--|--|
| Key Assessment Criteria | using a wider range of conjunctions in my writing. (when, if, because, although) *I recognise and use determiners 'a', 'an' and 'the' appropriately (an apple; a house; the yellow car / the an a) | <i>so we can check what he said) (he has worked hard)</i> *I understand the purpose of adverbs *I use adverbs effectively in my writing *I use conjunctions, adverbs and prepositions to express time and cause (<i>the next thing, next, soon, so, before, after, during, in, because of</i>) | selected to add detail and to engage the reader *Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials | <i>(We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.')</i> *I use a wider range of conjunctions such as, although, however, despite, as well as: *I use the correct article 'a' or 'an' *My sentences are often opened in different ways to create effects | cohesion and avoid repetition. (<i>When I was writing about bees, the hive and the queen. I remembered to write 'they', 'it' and 'she' every other time, so that my writing was less repetitive</i>) *I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; <i>'I forgot to put the comma after a fronted adverbial'</i> ; realise the spelling of <i>'proberbly'</i> is wrong) *I use fronted adverbials of place, time and manner, including the use of a comma. (<i>Later that day, I went shopping.</i>) | *I use adverbs and prepositions to express time, place and cause *I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. *I use standard English for verb inflections -m instead of spoken forms. ('We were' – instead of 'we was', or 'I did' instead of 'I done'. 'He is/his' instead of 'he's') |
| Writing: Punctuation Key Assessment Criteria | Autumn Term *I begin to use inverted commas for some direct speech punctuation | Spring Term *I use apostrophes for possession with increasing accuracy including plural possession | Summer Term *Commas are sometimes used to mark clauses and phrases | Autumn Term *All my sentences are correctly demarcated | Spring Term *I use the apostrophe for omission and possession (<i>women's rights, boys' cloakroom</i>) *I secure the use of punctuation in direct speech, including a comma after the reporting clause. (<i>The conductor shouted, "Sit down!"</i>) | Summer Term *I almost always use commas for fronted adverbials |
| Writing: Composition | Composition: Statutory requirements Pupils should be taught to: <u>Plan their writing by:</u> ♣ discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discuss and record ideas <u>Draft and write by:</u> ♣ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | | | | | |

| | | | | | | |
|--------------------------------|--|--|--|--|--|---|
| | <ul style="list-style-type: none"> ♣ organise paragraphs around a theme ♣ in narratives, create settings, characters and plot ♣ in non-narrative material, use simple organisational devices [for example, headings and sub-headings] <p><u>Evaluate and edit by:</u></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 the whole class, using appropriate intonation and controlling the one and volume so that the meaning is clear | | | | | |
| Key Assessment Criteria | <p>Autumn Term</p> <ul style="list-style-type: none"> *I write a non-narrative using simple organisational devices such as headings and sub-headings *In narrative writing, I develop resolutions/ resulting events and endings | <p>Spring Term</p> <ul style="list-style-type: none"> *I make improvements by proposing changes to grammar and vocabulary to improve consistency (<i>The accurate use of pronouns in sentences/ tenses</i>) *I look at and discuss different models of writing, taking account of purpose and audience *I plan my writing by discussing and recording ideas (<i>timeline, flowchart, spider diagram, mindmap, jottings, storyhill, storymap</i>) *I write a narrative with a clear structure, setting, characters and plot *I suggest improvements to my writing through assessing the writing with my peers and through self-assessment | <p>Summer Term</p> <ul style="list-style-type: none"> *I identify structure, grammatical features and use of vocabulary for effect in texts. *I compose sentences using a wider range of structures linked to the grammar objectives (<i>e.g. tenses – including present perfect/ subordinate clauses/ co-ordinating conjunctions</i>) *I begin to organise paragraphs around a theme (<i>Supported by planning then moving to independence</i>) | <p>Autumn Term</p> <ul style="list-style-type: none"> *I write from memory simple dictated sentences that include words and punctuation taught *My narrative writing is organised into clear sequences with more than a basic beginning, middle and end | <p>Spring Term</p> <ul style="list-style-type: none"> *I write narrative with a clear structure, setting, characters and plot *I include key vocabulary and grammar choices that link to the style of writing <i>e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction</i>) | <p>Summer Term</p> <ul style="list-style-type: none"> *I begin to open paragraphs with topic sentences and organise them around a theme (<i>Boxing up method independently; five-part story structure; chunking their writing into paragraphs – they use this to ensure they have accurate paragraphs and know how to demarcate them</i>) *My endings are developed and close the narrative appropriately relating to the beginning or a change in character |

| | | | | | | |
|--|--|---|---|--|---|---|
| Writing: Spelling | <p><u>Spelling:</u> (Following RWI Get spelling scheme)</p> <p>Statutory requirements: Spelling Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them ♣ spell further homophones ♣ spell words that are often misspelt ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ♣ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | | | | | |
| Key Assessment Criteria | <p><u>Autumn Term</u></p> <p>*I use the first two or three letters of a word to check its spelling in the dictionary</p> | <p><u>Spring Term</u></p> <p>*I spell words with additional prefixes and suffixes and understand how to add them to root words (<i>from nouns using super, anti, auto</i>)</p> <p>*I spell correctly word families based on common words (<i>solve, solution, solver</i>)</p> <p>*I identify the root word in longer words</p> | <p><u>Summer Term</u></p> <p>*I recognise and spell additional homophones (<i>he'll/heel/heal</i>)</p> <p>*I make comparisons from a word already known to apply to an unfamiliar word</p> <p>*I spell some identified commonly misspelt words from the Year 3 and 4 word list</p> | <p><u>Autumn Term</u></p> <p>* I use the first two or three letters of a word to check its spelling in the dictionary</p> | <p><u>Spring Term</u></p> <p>*I spell words with additional prefixes and suffixes and understand how to add them to root words (<i>-ation, ous, ion, ian</i>)</p> <p>*I use plural's' and possessive 's' correctly (<i>The girls were playing football. The girls' football boots – more than one girl. The girl's football boots – one girl.</i>)</p> | <p><u>Summer Term</u></p> <p>*I recognise and spell additional homophones (<i>accept/except; whose/who's; whether/weather; peace/piece; medal/meddle</i>)</p> <p>*I spell identified commonly misspelt words from the Year 3 and 4 word list</p> |