

Newton Hill Community Primary Writing Progression Document



| | Transcription | | Composition | |
|--------|---|--|---|---|
| Year 4 | Spelling- Read Write Inc | Handwriting | Composition: Structure and purpose | Vocabulary, Grammar and Punctuation |
| | Follow Read write inc | Letters are consistent in size and proportion with both letters and words evenly spaced. | Pupils can write effectively for a range of purposes. | Pupils write a variety of sentence structure through a range of openings (fronted adverbials, subject reference and speech) |
| | Spell most Year 3/4/ words correctly (see appendix) | Letters are joined using diagonal and horizontal strokes where appropriate. | Pupils can write effectively for a range of purposes and audiences drawing on their reading to inform the vocabulary and grammar of their writing | Pupils use a range of conjunctions (subordinating and coordinating) to join sentences with more than one clause Coordinating conjunctions. <i>E.g. but, or, and, so</i> Subordinating <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i> |
| | Write from memory simple sentences including common exception words and yr4 spellings | | Pupils demonstrate features of text type of genre are appropriate for task e.g layout, verb form and formality. | Use different forms which are mostly accurate (present and past progressive, present perfect and ing verbs) |
| | Use knowledge of morphology to spell words with the following prefixes dis-, mis-, in-, super-, anti, | | Children can organise writing into sections or paragraph in fiction and nonfiction | Capital letters, full stops, question marks and exclamation marks consistently used accurately |

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| | Spell words using suffixes ation, ly, sure, - tion, sions and ssion | | In narrative writing children describe characters, settings and plot. They may use some dialogue to convey character | Inverted commas for direct speech used mostly correctly. |
| | Embed the use of apostrophe for contractions, singular nouns and introduce plurals for possession e.g. girls' shoes | | Pupils appropriately use a range of presentational devices including use of titles and subheadings. | Use expanded noun phrases to add detail e.g. The cunning fox with the bushy tail. |
| | Spell a range of homophones and near homophones. | | Pupils use fronted adverbials and pronoun to within and between paragraphs Some use of simple adverbials and pronouns to link sentences and sections of paragraph e.g. include when and where the verb happened. As the clock struck midnight, the shadow moved across the graveyard. Pronouns to avoid repetition e.g. Rose kicked the ball and she scored | Commas used to mark fronted adverbials mostly correct |
| | | | Evaluate own and others' writing proposing changes to grammar, vocabulary, spelling and punctuation errors. | Identify the correct determiner e.g. a, an, these, those |

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| The /ʌ/ sound spelt ou Year 4 Special focus 1 The short u sound spelt ou |
| Prefixes Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis Year 4 Unit 12 (ir-) Adding ir- to words beginning with r |
| The suffix ly Year 4 Unit 4 Adding the suffix -ly (<i>to adjectives to form adverbs</i>) |
| Words with endings sounding like /ʒə/ or /tʃə/ Year 4 Unit 2 Words ending in zhuh spelt -sure |
| Endings which sound like /ʒən/ Year 4 Unit 9 Words ending in zhun spelt -sion |
| Suffix -ious Year 4 Unit 7 Words ending in -ous |
| Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub- |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue |
| Words with the /s/ sound spelt sc (Latin in origin) Year 4 Unit 8 Words with the s sound spelt sc |
| Words with the /eɪ/ sound spelt ei, eigh, or ey Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey |
| Possessive apostrophe with plural words |



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Year 4 Special focus 3 Possessive apostrophes with plural words

Homophones and near homophones

Year 4 Special focus 2 Homophones

Year 4 Special focus 4 Homophones



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Year 3/4 Common Exception Words

Year 3 and 4 Common Exception Words

| | | | | | | | | | |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| Aa | breath | consider | enough | grammar | interest | Nn | perhaps | question | suppose |
| accident | breathe | continue | exercise | group | island | natural | popular | Rr | surprise |
| accidentally | build | Dd | experience | guard | Kk | naughty | position | recent | Tt |
| actual | busy | decide | experiment | guide | knowledge | notice | possess | regular | therefore |
| actually | business | describe | extreme | Hh | Ll | Oo | possession | reign | though |
| address | Cc | different | Ff | heard | learn | occasion | possible | remember | thought |
| although | calendar | difficult | famous | heart | length | occasionally | potatoes | Ss | through |
| answer | caught | disappear | favourite | height | library | often | pressure | sentence | Vv |
| appear | centre | Ee | February | history | Mm | opposite | probably | separate | various |
| arrive | century | early | forward | Ii | material | ordinary | promise | special | Ww |
| Bb | certain | earth | forwards | imagine | medicine | Pp | purpose | straight | weight |
| believe | circle | eight | fruit | increase | mention | particular | Qq | strange | woman |
| bicycle | complete | eighth | Gg | important | minute | peculiar | quarter | strength | women |