



**Shotton Hall Primary School**

Working together to

**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"> <li>• Narrative: Myths and Legends (Marcia Williams Greek Myths)</li> <li>• Narrative: Adventure (Varjak's Paw)</li> <li>• Non-fiction: Instructions (How to destroy a witch – a potion for the Mouse 'The Witches')</li> <li>• Non-fiction: Non-chronological report</li> <li>• Recount: Sports Report</li> </ul>	<p><b>Narrative: Myths</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Myths are set in the past. Usually a distant and non-specific past and are presented as something that actually happened.</li> <li>• Opposites occur frequently in myths as themes, including good and evil, night and day, calm and storm, wise and foolish, just and unjust.</li> <li>• Like other traditional stories, myths use quests, journeys and trials as themes.</li> <li>• The hero or heroine often has to undergo some kind of test or set off on a long and</li> </ul>	<ul style="list-style-type: none"> <li>• Expand their range of vocabulary by using a glossary.</li> <li>• 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</li> <li>• Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials with commas.</li> <li>• Be consistent in decisions as to whether to use nouns or pronouns for clarity and cohesion to avoid repetition</li> <li>• 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</li> <li>• Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer</li> </ul>

	<p>difficult journey where dangers arise at each stage.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Rich, evocative vocabulary and imagery are typical. Vivid descriptions of characters and settings.</li> <li>• Fast-moving narration of action.</li> <li>• Less use of dialogue and repetition than other types of traditional story.</li> <li>• Simile is used widely to help convey grand settings and describe awe-inspiring characters.</li> </ul> <p><b><i>Narrative: Adventure</i></b></p> <ul style="list-style-type: none"> <li>• Chronological narrative building excitement as the hero faces and overcomes adversity.</li> <li>• Narratives build tension with one problem after another accelerating the adventure with the high-point of tension near the end.</li> <li>• The story can take place in any setting where there is the potential for adventure through danger or threat.</li> </ul>	<p>sentences, including simple, compound and complex structures)</p> <ul style="list-style-type: none"> <li>• -Construct a variety of similes using 'like' or 'as' (e.g. He's as grumpy as a grizzly bear, She raced like the wind)</li> <li>• -Use the features of written standard English more consistently (e.g. replacing regional grammar structures of dialect words with their standard English equivalents)</li> </ul>
--	--	---

	<ul style="list-style-type: none"><li>• 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.</li><li>• Description adds to the sense of adventure by heightening the reader's awareness.</li><li>• Dialogue is an element which is used to advance the action rather than explore characters' feelings.</li><li>• Language usually has a cinematic quality with evocative, powerful vocabulary with varied verb use for action scenes.</li><li>• Villains are a good match for the hero and should be someone the reader dislikes because they work in subtle ways.</li><li>• 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.</li></ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"><li>• In group work, give clear oral instructions to achieve the completion of a common task. Go on to follow instructions of increased complexity.</li><li>• Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness.</li><li>• Identify sets of instructions which are for more complex procedures or are combines</li></ul>	
--	--	--

	<p>with other text types and compare these in terms of audience, purpose and form.</p> <ul style="list-style-type: none"> <li>• Write a set of instructions using appropriate form and features and test them out on other people, revise and try them out again.</li> </ul> <p><b><i>Non-Chronological Report</i></b></p> <ul style="list-style-type: none"> <li>• Collect information to write a report in which two or more subjects are compared.</li> <li>• Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</li> <li>• Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</li> <li>• Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</li> </ul> <p><b><i>Recount</i></b></p> <ul style="list-style-type: none"> <li>• Watch or listen to third person recounts. Identify the sequence of main events. Read examples of third person recounts and recount the same event in a variety of ways.</li> <li>• Use a wider range of conjunctions such as meanwhile, following and afterwards. Include detail expressed in ways which will engage the reader.</li> </ul>	
--	---	--

Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive 's'.</li> <li>Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Apostrophes to mark singular and plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Words from the National Curriculum 3/4 list. PLEASE SEE APPENDIX FOR THESE SPELLINGS.</li> <li>Homophones and near-homophones e.g. affect/ effect, bury/ berry, fair/ fare and mail/ male.</li> <li>Words with the 'ai' sound spelt 'ei', 'eigh' or 'ey' e.g. vein and eight.</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner, gardening, gardener, limiting, limited, limitation.</li> <li>Words using suffixes -ly, -ation, -ous.</li> <li>Words using suffixes -tion, sion, ssion, cian.</li> <li>Words with the 'schwa' sound e.g. measure and creature.</li> <li>Words with the /k/ sound spelt 'ch' e.g. scheme and chemist.</li> <li>Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' e.g. league and unique.</li> <li>Possessive apostrophe with plural words e.g. girls, babies'.</li> </ul>
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	<p><i>Plan</i></p> <ul style="list-style-type: none"> <li>Discuss writing similar to that of which they are planning to write in order to understand</li> </ul>	<ul style="list-style-type: none"> <li>Pronoun</li> <li>Possessive pronoun</li> </ul>

<ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul>	<p>and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas.</li> </ul> <p><i>Draft</i></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue). Progressively build a varied and rich vocabulary and increasing range of sentence structures.</li> <li>• Organising paragraphs around a theme.</li> <li>• In narratives, create characters, settings and plots.</li> <li>• In non-narrative, use simple organisational devices e.g. headings and sub-headings.</li> </ul> <p><i>Evaluate and Edit</i></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbial</li> <li>• Determiner</li> </ul>
--	---	---