

Woodcocks' Well C of E Primary School

Writing Progression Model

Year 3 and 4

	Knowledge	Skills
3	Transcription To know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	See appendix 1/2 POS
4	Transcription To know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	See appendix 1/2 POS
3	Handwriting To know how to write with increasing legibility	<ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined in some writing
4	Handwriting To know how to write legibly	<ul style="list-style-type: none">• 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 in many pieces of writing• increase the consistency and quality of their handwriting
3	Composition To know how to plan their writing by: To know how draft and write by: To know how to evaluate and edit by:	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas• composing and rehearsing sentences orally, progressively building a varied and rich vocabulary• write in sections• clearly structure narratives to include character descriptions and some dialogue• in non-narrative material begin to using simple organisational devices• assessing the effectiveness of their own and others' writing beginning to suggest improvements• proof-read for spelling and punctuation errors with some accuracy• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
4	Composition To know how to plan their writing by: To know how draft and write by:	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas

	<p>To know how to evaluate and edit by:</p> <p>3 Vocabulary, Grammar and Punctuation</p> <p>To develop their understanding of the concepts set out in English Appendix 2.</p> <p>4 Vocabulary, Grammar and Punctuation</p> <p>To develop their understanding of the concepts set out in English Appendix 2 by:</p>	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing 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 tone and volume so that the meaning is clear. • use all KS1 punctuation correctly • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • begin to use the present perfect form of verbs in contrast to the past tense • indicating possession by using the possessive apostrophe with plural nouns • begin to use and punctuating direct speech • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech
<p>Vocabulary Y3/4 Vocabulary will be the context of the subject. Where a discreet grammar/spelling lesson Year groups will follow the recommendations in appendix 1 / 2 of the POS</p>		