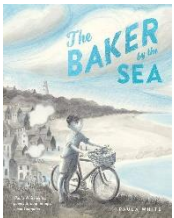
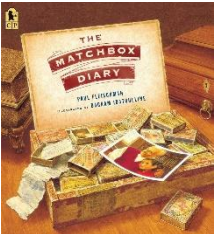
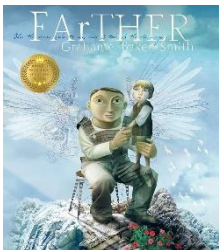
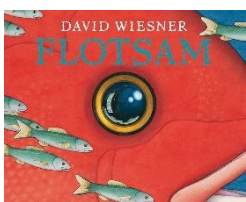
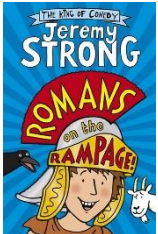
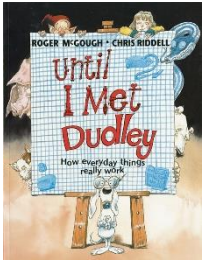




### Year 4 Writing Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for writing can be applied across a range of audience and purposes.

	<b>Autumn 1</b> How do Rivers and Mountains change our world?	<b>Autumn 2</b> Where would you choose to build a city?	<b>Spring 1</b> Who were the Ancient Greeks?	<b>Spring 2</b> Why is London such a cool place to live?	<b>Summer 1</b> Why were the Romans so powerful and what did we learn from them?	<b>Summer 2</b> What would you have done after school 100 years ago?
<b>High Quality Text</b>						
<b>Outcomes</b>	Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log	Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	Retellings, recounts (postcards), setting descriptions, diary entries, instructions	Postcards, setting descriptions, non-chronological reports, message in a bottle letters	Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters.	Explanatory poster, letter, short explanatory paragraph
<b>Vocabulary, Grammar and Punctuation Coverage</b>	<ul style="list-style-type: none"> <li>• Word families based on common words, showing how words are related in form and meaning</li> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon,</li> </ul>	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> </ul>	Use of paragraphs to organise ideas around a theme <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Expressing time, place and cause using conjunctions [for</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions, adverbs, or prepositions.</li> <li>• Introduction to paragraphs as a way to group related material.</li> <li>• Headings and sub-headings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>



	<p>therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Fronted adverbials</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials</li> <li>• Using and punctuating direct speech</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas after fronted adverbials</li> </ul>	<p>example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use of commas after fronted adverbials</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>• Fronted adverbials.</li> <li>• Use of commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• Using commas after fronted adverbials</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
<p><b>Writing Transcription</b> (Spelling and Handwriting)</p> <p>- Read, Write, Inc. spellings - LetterJoin - Dictation</p>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences,</li> </ul>	<p>Spell further homophones</p>	<p>identify spelling patterns for words ending in -er and -ure</p>	<ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1).</li> <li>• Introduction to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>



		dictated by the teacher, that include words and punctuation taught so far				
<b>Composition</b>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• In narratives, creating settings, characters and plot</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices.</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing 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</li> </ul>



		<p>and suggesting improvements</p> <ul style="list-style-type: none"> <li>• Proposing 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 the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>				<p>the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<b>Oracy focus</b>	<p>'Poetry Slam' - The River by Valerie Bloom</p> <p>Geography: Describe the main features of rivers and mountains</p> <p>(The language of Description)</p>	<p>Science: Explain how an electrical circuit works.</p> <p>(The language of Explanation)</p>	<p>History: Retell (chronologically) events of Ancient Greece.</p> <p>(The language of Retelling)</p>	<p>RE: Debate, 'Is forgiveness always possible for Christians?'</p> <p>(The language of Argument)</p>	<p>Science: Predict what happens to the food we eat.</p> <p>(The language of Prediction)</p>	<p>D&amp;T: Evaluate mechanical system: A slingshot car</p> <p>(The language of Evaluation)</p>
<b>Enrichment</b>	<p>Roald Dahl Week</p> <p>Back to school poetry- Simon Armitage</p> <p>Andy Tooze Poet</p> <p>Helen Haraldsen Author</p> <p>Sophie Martin Illustrator</p>	<p>Bonfire Night Poetry</p> <p>Christmas Trip</p>		<p>Earth Day poetry</p>	<p>Visit to Senhouse Roman Museum?</p> <p>Tully House Workshop?</p>	
<b>High Quality Poetry Texts</b>	<p>It Ain't What You Do, It's What It Does To You by Simon Armitage</p>	<p>Poetry Slam- The River by Valerie Bloom (performance/ free verse)</p>	<p>Daffodils by William Wordsworth</p>		<p>I am a Roman Soldier by Josiah Wedgewood</p>	