



Malden Parochial Church of England Primary School
Reflecting the Kingdom of God by Enriching and Transforming Lives

Skills and Knowledge Progression Writing –
Year 4



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard																																												
Composition: applying vocabulary, grammar and punctuation	<p>A pupil can write for a range of purposes and audiences, including some correct use of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the red car parked at the bottom of the road)</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">2. fronted adverbials (with succeeding comma)</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">3. standard form for verb inflections (e.g. we were instead of we was; I <i>did</i> instead of I <i>done</i>; my teacher and I instead of my teacher and <i>me</i>)</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">4. possessive apostrophes for singular and plural nouns (e.g. <i>boy's</i> coat and the <i>boys'</i> coats)</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">5. correctly punctuated direct speech</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">6. a range of punctuation including capital letters;</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> • full stops</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> • exclamation marks</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> • questions marks</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> • commas to separate items in a list</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> • apostrophes for contractions</td> <td></td> <td></td> <td></td> </tr> </table>	1. nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the red car parked at the bottom of the road)				2. fronted adverbials (with succeeding comma)				3. standard form for verb inflections (e.g. we were instead of we was; I <i>did</i> instead of I <i>done</i> ; my teacher and I instead of my teacher and <i>me</i>)				4. possessive apostrophes for singular and plural nouns (e.g. <i>boy's</i> coat and the <i>boys'</i> coats)				5. correctly punctuated direct speech				6. a range of punctuation including capital letters;				• full stops				• exclamation marks				• questions marks				• commas to separate items in a list				• apostrophes for contractions				<p>All of the standards from 'Working within the expected standard' are used mostly correctly.</p>
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Composition: structuring and organising	<p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. paragraphs to group related ideas or material</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition</td> <td></td> <td></td> <td></td> </tr> </table>	1. paragraphs to group related ideas or material				2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition				<p>The structure and organisation of a range of writing is informed by its audience, purpose and context, through the mostly correct use of:</p>																																				
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Transcription: spelling	The full range of spelling rules and patterns as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3 & 4 ' are consistently applies, including:				
	1. most prefixes and suffixes are used correctly (un-, dis-, re-, ly)				
	2. most common homophones e.g. accept/except; grate/great; scene/seen)				
Transcription: handwriting	Correct use of: 1. Handwriting is usually legible and consistent, including correct choice of letter shape, but may not be maintained when writing at speed				
	3. subordinating conjunctions				
	4. coordinating conjunctions				
	5. adverbs to express time; • place (prepositions); • manner; • frequency				
Composition: planning, drafting, evaluating, editing and proof reading	Writing demonstrates most features of the selected form, as appropriate to audience, purpose and context, arising from discussions of models of writing with similar structure, vocabulary and grammar. Pupils can:				<p>1. paragraphs to group related ideas around a theme, e.g: topic sentence and supporting details</p> <p>2. pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition</p> <p>Writing consistently demonstrates features of the selected form in most writing, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.</p> <p>1. plan, draft, write, proof-read and edit work</p> <p>2. proof-read work for spelling and punctuation errors</p>
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Some and most/mostly statements:

Some refers to the beginning of skill development and deployment; there will tend to be as many mistakes and correct uses Most refers to a refined skill in application where there will be few errors in context

Handwriting:

Where there is a physical barrier to writing or writing with a comfortable grip, statements relating to handwriting may be disregarded as a 'particular weakness' in that child.