



Writing Progression by Year Group

YEAR 4

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate:
Introduce:	Introduce:	Introduce:	Introduce:	Punctuation
Secure use of planning tools: e.g. story map/ story mountain/ story grids	Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight</i> <i>It's great fun.</i>	Prepositions <i>at, underneath, since, towards, beneath, beyond</i>	Commas to mark clauses	-Finger spaces -Letter -Word
Plan opening using: Description/action		Conditionals- <i>could, should, would.</i>	Full punctuation for direct speech: - Each new speaker on a new line - Comma between direct speech and reporting clause e.g. <i>"it's late", gasped Cinderella</i>	-Sentence -Full stops -Capital letter -Question mark -Exclamation mark -Speech bubble -'speech marks' -Direct speech -Inverted commas -Bullet points
Paragraphs: - To organise each part of a story to indicate a change in place or jump in time - Build in suspense writing to introduce the dilemma	Start with a Simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i>	Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>Good...Better...best</i>	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	-Apostrophe (contractions only) -Commas for sentence of 3- description, action -Colon instructions -Singular/plural -Suffix/prefix -Consonant/vowel -Adjective/noun -Verb/adverb
Developed 5 parts to story - Introduction - Build-up - Problem/dilemma - Resolution - Ending	Secure use of simple/embellished simple sentences (coordination) Using coordinating conjunctions <i>and/or/but/so/for/nor/yet</i>	Technical vocabulary Proper nouns - refers to a particular person or thing e.g. <i>Monday, Jessica, October, England.</i>		-Bossy verbs- imperative -Tense (past, present, tense) -Connective
	Develop complex sentences: (subordination)	The grammatical difference between plural and possessive Standard English forms for verb inflections instead of local spoken forms (e.g. we		

Clear distinction between resolution and ending. Ending should include reflection on events or the characters NON-FICTION: Secure use of Planning Tools: Text map/ washing line/'boxing-up' grid Introduce: Paragraphs - to organise ideas around a theme - Logical organisation - Group related paragraphs - Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning and	Main and subordinate clauses with a range of subordinating conjunctions. 'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> Expanded- 'ing' clauses as starters e.g. <i>Grinning, menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> Drop in- 'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The romans enjoyed food, loved marching but hated the weather.</i>	were instead of we was, or I did instead of I done)		-Conjunction -Preposition -Determiner/generaliser -Clause -Subordinate clause -Relative clause -Relative pronoun -Alliteration -Simile-'as'/'like' -Synonyms Introduce: -Pronoun -Possessive pronoun -Adverbial -Fronted adverbial -Apostrophe-possession
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encouragement to the reader.

Repetition to persuade
e.g. *find us to find the fun*

Dialogue –verb + adverb-
“Hello,” she whispered, shyly.

Appropriate choice of
pronoun or **noun** within a
sentence to avoid ambiguity
and repetition.