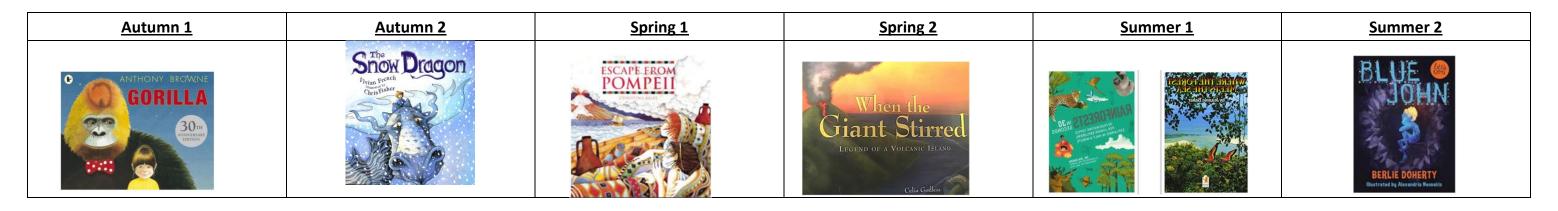


Hoole Primary writing progression Year 4



Year 4 Gateway Keys These are previously taught skills that the children should have mastered.

| <u>Autumn 1</u> | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--------------------------------------|--------------------------------------|---|--|-------------------------------------|
| Use punctuation correctly - full stops, | Develop character and setting | Use punctuation at Y2 standard | Use past and present tenses | Revise use of simple organisational | Full stops, capital letters, |
| capital letters, exclamation marks, | Group related ideas into | correctly | appropriately | devices in non-narrative material | exclamation marks, question marks, |
| question marks, commas for lists and | paragraphs | (See Autumn 1) | Sequence events | Write in the present tense | commas and apostrophes |
| apostrophes for contracted forms and | Use conjunctions to express time, | Use prepositions, conjunctions and | Section story into beginning, middle | Use punctuation at Y2 standard | Group related ideas into |
| the possessive | place and cause | adverbs to express time, place and | and end | correctly | paragraphs |
| Use prepositions, conjunctions and | Build an increasing range of | cause | Use 3 rd person consistently | (See Autumn 1) | Use past and present tense |
| adverbs to express time, place and | sentence structures | Create characters, settings and plot | Write expanded noun phrases (Y2) | Use subordination (when, if, that, | consistently |
| cause (Y3) | | in narrative | Use inverted commas to punctuate | because) and co- ordination (or, | Expand noun phrases by the |
| Group related ideas into paragraphs | | Group related ideas into | direct speech | and, but) | addition of modifying adjectives, |
| (Y3) | | paragraphs | · | Use expanded noun phrases | nouns and prepositional phrases |
| Use past and present tenses correctly | | | | | |
| including the present perfect tense | | | | | |
| Prepositions – tells us when and when | Conjunctions – join sentences | Prepositions – tells us when and | Past tense – I sat in the park | Present tense – I am sitting in the | Past tense – I sat in the park |
| something happens. | together. And, but, because, while, | when something happens. | Present tense – I am sitting in the | park. | Present tense – I am sitting in the |
| Above, under, in the morning | then | Above, around, under, below. | park. | Subordinating conjunction – links a | park. |
| Conjunctions – join sentences | Sentence structures | at midnight, in the morning | 1 st – person – I couldn't believe it. | sentence and an idea that can't | |
| together. And, but, because, while, | Children need to use a range of | Conjunctions – join sentences | 3 rd person – she couldn't believe it. | exist by itself. | Expanded noun phrase – a noun |
| when | sentence structure. Including | together. And, but, because, while, | Expanded noun phrases – gives | I wore my coat <u>because</u> it was | that has been given more |
| Adverbs – tell us when, where and | simple sentences, sentences that | then | more information about the noun. | raining. | information by an adjective or |
| how. Quickly, suddenly, in the forest. | contain a fronted adverbial and | Adverbs – tell us when, where and | The red, shiny balloon. | Co-ordinating conjunction - links to | preposition. |
| Past tense – something that has | sentences that contain a range of | how. Quickly, suddenly, in the | Direct speech – 'I am scared,' said | sentences together. | The green trees in the field |
| already happened. – I sat in the park. | conjunctions. | forest. | Tom as he grabbed his friend's | I like grapes <u>and</u> I like bananas. | |
| Present tense – something that is | Subordinating conjunction – links a | | hand. | Expanded noun phrase – a noun | |
| happening – I am at school. | sentence and an idea that can't | | | that has been given more | |
| Past progressive tense – an action that | exist by itself. | | | information by an adjective or | |
| goes on for a period of time in the past | I wore my coat <u>because</u> it was | | | preposition. | |
| - I was digging. | raining. | | | The green trees in the field | |
| Present progressive- a continuing | Co-ordinating conjunction - links to | | | | |
| action that is in the present I am | sentences together. | | | | |
| digging. | A fronted adverbial is a clause at | | | | |
| Present perfect tense – an action that | the beginning of a sentence. | | | | |
| has already occurred but continues to | | | | | |

| happen - I have been in Hoole Primary | In the forest, there was a boy. A | | |
|---------------------------------------|-------------------------------------|--|--|
| school since I was 4. | fronted adverbial can be used to | | |
| | tell us when, where, how, how | | |
| | often something happens. It is used | | |
| | at the beginning of a sentence. | | |
| | | | |

Year 4 Mastery Keys These are the skills your children will be taught each half term.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-------------------------------------|--------------------------------------|--|------------------------------------|--------------------------------------|
| Expand noun phrases by the | Use Standard English forms for verb | Variety of verb forms used correctly | Expand noun phrases by the | Build a varied and rich vocabulary | Build a rich and varied vocabulary |
| addition of modifying adjectives, | inflections | and consistently including the | addition of modifying adjectives, | Propose changes to grammar and | and an increasing range of sentence |
| nouns and prepositional phrases | Extend the range of sentences with | progressive and the present perfect | nouns and prepositional phrases | vocabulary to improve consistency, | structures |
| Choose nouns or pronouns | more than one clause by using a | forms | Choose nouns or pronouns | including the accurate use of | Variety of verb forms used correctly |
| appropriately for clarity and | wider range of conjunctions | Use Standard English for verb | appropriately for clarity and | pronouns | and consistently including the |
| cohesion and to avoid repetition | including when, if, because, | inflections | cohesion and to avoid repetition | Use paragraphs to organise | progressive and the present perfect |
| Use fronted adverbials | although | Organise paragraphs around a | Use and punctuate direct speech | information and ideas | forms |
| Organise paragraphs around a | Indicate possession by using the | theme (using fronted adverbial to | Use commas after fronted | Indicate possession by using the | Use paragraphs to organise |
| theme (Use paragraphs to organise | possessive apostrophe with plural | introduce or connect paragraphs) | adverbials | possessive apostrophe with plural | information and ideas around a |
| and sequence more extended | nouns | Use and punctuate direct speech | | nouns and revise Y2 singular | theme |
| narrative structures) | Recognise the difference between | (using dialogue to show the | | Recognise the grammatical | |
| Use commas after fronted | plural and possessive 's' | relationship between characters) | | difference between plural and | |
| adverbials | Build a varied and rich vocabulary | | | possessive 's' | |
| Expanded noun phrase – | Children know where to use were or | Past tense – something that has | Expanded noun phrase – | Possessive apostrophe is used when | Past tense – something that has |
| The green trees in the field | was, is and are and them and those. | already happened. – I sat in the | The green trees in the field | something belongs. Plural is when | already happened. – I sat in the |
| Nouns and pronouns – | A clause is a group of words that | park. | Direct speech – 'I am scared,' said | there is more than one. | park. |
| 'Sarah went to the shop because | create an idea. It must contain a | Present tense – something that is | Tom as he grabbed his friend's | The dogs' leads are blue. | Present tense – something that is |
| Sarah wanted to buy some sweets.' | verb (action word) | happening – I am at school. | hand. | The dogs reads are side. | happening – I am at school. |
| would become 'Sarah went to the | Possessive apostrophe is used when | Past progressive tense – an action | Nouns and pronouns – | | Past progressive tense – an action |
| shop because she wanted to buy | something belongs. Plural is when | that goes on for a period of time in | 'Sarah went to the shop because | | that goes on for a period of time in |
| some sweets.' | there is more than one. | the past - I was digging. | Sarah wanted to buy some sweets.' | | the past - I was digging. |
| A fronted adverbial is a clause at the | The dogs' leads are blue. | Present progressive- a continuing | would become 'Sarah went to the | | Present progressive- a continuing |
| beginning of a sentence. | | action that is in the present I am | shop because she wanted to buy | | action that is in the present I am |
| In the forest, there was a boy. A | | digging. | some sweets.' | | digging. |
| fronted adverbial can be used to tell | | Present perfect tense – an action | A fronted adverbial is a clause at the | | Present perfect tense – an action |
| us when, where, how, how often | | that has already occurred but | beginning of a sentence. | | that has already occurred but |
| something happens. It is used at the | | continues to happen - I have been in | In the forest, there was a boy. A | | continues to happen - I have been in |
| beginning of a sentence. | | Hoole Primary school since I was 4. | fronted adverbial can be used to tell | | Hoole Primary school since I was 4. |
| | | Direct speech – | us when, where, how, how often | | · |
| | | 'I am scared,' said Tom as he | something happens. It is used at the | | |
| | | grabbed his friend's hand. | beginning of a sentence. | | |
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| Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of graan a more detailed set of definitions. | mmar terminology for |
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