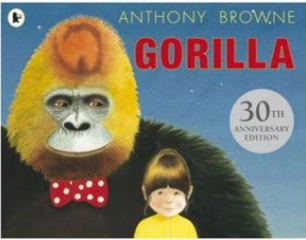
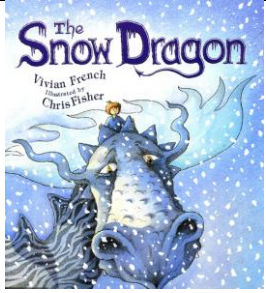
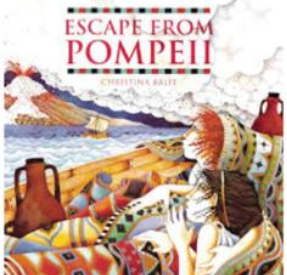
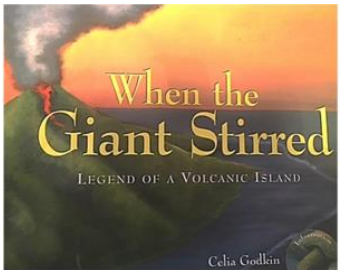







Hoole Primary writing progression

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
				 	

Year 4 Gateway Keys					
These are previously taught skills that the children should have mastered.					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</p> <p>Group related ideas into paragraphs (Y3)</p> <p>Use past and present tenses correctly including the present perfect tense</p>	<p>Develop character and setting</p> <p>Group related ideas into paragraphs</p> <p>Use conjunctions to express time, place and cause</p> <p>Build an increasing range of sentence structures</p>	<p>Use punctuation at Y2 standard correctly (See Autumn 1)</p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p>Create characters, settings and plot in narrative</p> <p>Group related ideas into paragraphs</p>	<p>Use past and present tenses appropriately</p> <p>Sequence events</p> <p>Section story into beginning, middle and end</p> <p>Use 3rd person consistently</p> <p>Write expanded noun phrases (Y2)</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Revise use of simple organisational devices in non-narrative material</p> <p>Write in the present tense</p> <p>Use punctuation at Y2 standard correctly (See Autumn 1)</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Use expanded noun phrases</p>	<p>Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</p> <p>Group related ideas into paragraphs</p> <p>Use past and present tense consistently</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p>
<p>Prepositions – tells us when and when something happens. Above, under, in the morning</p> <p>Conjunctions – join sentences together. And, but, because, while, when</p> <p>Adverbs – tell us when, where and how. Quickly, suddenly, in the forest.</p> <p>Past tense – something that has already happened. – I sat in the park.</p> <p>Present tense – something that is happening – I am at school.</p> <p>Past progressive tense – an action that goes on for a period of time in the past - I was digging.</p> <p>Present progressive- a continuing action that is in the present -. I am digging.</p> <p>Present perfect tense – an action that has already occurred but continues to</p>	<p>Conjunctions – join sentences together. And, but, because, while, then</p> <p>Sentence structures</p> <p>Children need to use a range of sentence structure. Including simple sentences, sentences that contain a fronted adverbial and sentences that contain a range of conjunctions.</p> <p>Subordinating conjunction – links a sentence and an idea that can't exist by itself. I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links to sentences together.</p> <p>A fronted adverbial is a clause at the beginning of a sentence.</p>	<p>Prepositions – tells us when and when something happens. Above, around, under, below. at midnight, in the morning</p> <p>Conjunctions – join sentences together. And, but, because, while, then</p> <p>Adverbs – tell us when, where and how. Quickly, suddenly, in the forest.</p>	<p>Past tense – I sat in the park</p> <p>Present tense – I am sitting in the park.</p> <p>1st person – I couldn't believe it.</p> <p>3rd person – she couldn't believe it.</p> <p>Expanded noun phrases – gives more information about the noun. The red, shiny balloon.</p> <p>Direct speech – 'I am scared,' said Tom as he grabbed his friend's hand.</p>	<p>Present tense – I am sitting in the park.</p> <p>Subordinating conjunction – links a sentence and an idea that can't exist by itself. I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links to sentences together. I like grapes and I like bananas.</p> <p>Expanded noun phrase – a noun that has been given more information by an adjective or preposition. The green trees in the field</p>	<p>Past tense – I sat in the park</p> <p>Present tense – I am sitting in the park.</p> <p>Expanded noun phrase – a noun that has been given more information by an adjective or preposition. The green trees in the field</p>

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

- Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of grammar terminology for a more detailed set of definitions.