



Year 4 Progression Overview Talk for Writing

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story ,to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. 'ed' clauses as starters e.g.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at, underneath, since, towards, beneath, beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller ...smallest good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>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></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate: Punctuation Finger spaces Letter Word Sentence : Statement, question, Exclamation, command Full stops Capital letter Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative</p> <p>Tense (past, present) Connective</p>



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Non-Fiction

Frightened, Tom ran straight home to avoid being caught.

Secure use of planning tools:

Exhausted, the Roman soldier collapsed at his post.

Text map/ washing line/ 'Boxing –up' grid

Expanded -'ing' clauses as starters

e.g. *Grinning menacingly, he slipped the treasure into his rucksack.*

Paragraphs to organise ideas around a theme

Logical organisation

Group related paragraphs

Hopping speedily towards the pool, the frog dived underneath the leaves.

Develop use of a topic sentence Link information

within paragraphs with a range of connectives.

Drop in –'ing' clause e.g. *Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.*

Use of bullet points, diagrams

Introduction

Middle

section(s)

Ending

Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader

Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.*

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

Appropriate choice of pronoun or noun across sentences to aid cohesion

Dialogue - verb + adverb - *"Hello," she whispered, shyly.*

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

Conjunction

Preposition

Determiner/ generaliser

Clause

Subordinate clause

Relative clause

Relative pronoun

Coordinating conjunction

Subordinating conjunction

Alliteration

Simile – 'as' 'like'

Synonyms

Introduce:

Pronoun

Possessive pronoun

Adverbial

Fronted adverbial

Apostrophe –

plural possession