

**TEAM Writing Progression 4 Purposes Y3/4**



Year 3/4	<b>Footprints From The Past</b>	
Purpose	Writing to Inform	Writing to Entertain
Genre	Explanation (Cycle A), Non-Chronological Report (Cycle B)	Description (Cycle A), Character/Setting (Cycle B)
Decision Spelling	<ul style="list-style-type: none"> <li>Meta language and statutory word list (1 week)</li> <li>Personal spelling lists and coaching (2 weeks)</li> <li>Review of long vowel sounds A (1 week)</li> <li>Review of long vowel sounds E (1 week)</li> <li>Review of long vowel sounds I (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Developing personal spelling lists, and coaching skills (1 week)</li> <li>/shun/ (2 weeks)</li> <li>/shur/ and /chur/ (2 weeks)</li> <li>Homophones (1 week)</li> <li>Review of personal spelling list with spelling coach (1 week)</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
Sentence Structure	<ul style="list-style-type: none"> <li>To use 'a' or 'an' correctly throughout a piece of writing.</li> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To use the full range of punctuation from previous year groups. ( . , ? !)</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To recognise and use the terms, word family, prefix, speech, consonant, consonant letter, vowel, vowel letter</li> </ul>	<ul style="list-style-type: none"> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To use the full range of punctuation from previous year groups. ( . , ? !)</li> <li>To punctuate direct speech accurately, including the use of inverted commas.</li> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To recognise and use the terms adverbials, direct speech, consonant, and inverted commas (or speech marks).</li> </ul>
Composition	<ul style="list-style-type: none"> <li>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>To begin to use ideas from their own reading and modelled examples to plan their writing</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>To make deliberate ambitious word choices to add detail.</li> <li>To begin to use ideas from their own reading and modelled examples to plan their writing</li> <li>To compose and rehearse sentences orally (including dialogue).</li> <li>To begin to create settings, characters and plot in narratives.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> </ul>

Year 3/4	<b>Active Planet</b>	
Purpose	Writing to Entertain	Writing to Inform
Genre	Story (Cycle A and B)	Recount (Cycle A), Explanation (Cycle B)
Decision Spelling	Meta language and statutory word list (1 week) Review of long vowel sounds O (1 week) Review of long vowel sounds U (1 week) Apostrophes (2 weeks)	Prefixes (2 weeks) Homophones (1 week) Review of personal spelling list with spelling coach (1 week)
Handwriting	To use a neat, joined handwriting style with increasing accuracy and speed. To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	
Sentence Structure	<ul style="list-style-type: none"> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>To consistently use apostrophes for singular and plural possession.</li> <li>To recognise and use the terms conjunction, clause, subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To consistently use apostrophes for singular and plural possession..</li> <li>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To consistently use apostrophes for singular and plural possession.</li> <li>To recognise and use the terms determiner, pronoun, possessive pronoun.</li> <li>To write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul>
Composition	<ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To write a range of narratives that are well- structured and well-paced.</li> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul>	<ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>

Year 3/4	Summer: Time Travellers	
Purpose	Writing to Entertain	Writing to Persuade
Genre	Poetry (Cycle 1 and 2)	Advert/Poster (Cycle A); Letter/Speech (Cycle B)
Decision Spelling	Meta language and statutory word list (1 week) Review of long vowel sounds OR (1 week) Review of long vowel sounds EAR (1 week) Etymology (2 weeks)	The suffix OUS (2 weeks) Homophones (1 week) Review of personal spelling list with spelling coach (1 week)
Handwriting	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	
Sentence Structure	<ul style="list-style-type: none"> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To consistently use apostrophes for singular and plural possession.</li> <li>To recognise and use the term adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>To recognise and use the terms conjunction, clause, subordinate clause,</li> </ul>
Composition	<ul style="list-style-type: none"> <li>To write a range of narratives using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> </ul>	<ul style="list-style-type: none"> <li>To make deliberate ambitious word choices to add detail.</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>

