

Hunton CEP School Writing Progression Document

Year Group: Porteous (Year 3/4)

Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;">Big Write Genre: Narrative</p> <ul style="list-style-type: none"> • <i>Past tense</i> • <i>First person pronouns</i> • <i>Chronological Order</i> • <i>Fronted adverbials</i> • <i>Time conjunctions</i> 	<p style="text-align: center;">Big Write Genre: Report Writing</p> <ul style="list-style-type: none"> • <i>Presentational features</i> • <i>Headlines</i> • <i>5Ws within introduction</i> • <i>Direct speech</i> • <i>Captions</i> 	<p style="text-align: center;">Big Write Genre: Diary/Recount</p> <ul style="list-style-type: none"> • <i>Past tense</i> • <i>First person personal pronouns</i> • <i>Chronological order</i> • <i>Time adverbials</i> 	<p style="text-align: center;">Big Write Genre: Narrative</p> <ul style="list-style-type: none"> • <i>Adjectives and adverbs</i> • <i>Use of imagery</i> • <i>Similes, metaphors and personification</i> • <i>Variety of sentence structure</i> • <i>Punctuation of dialogue</i> • <i>Direct Speech</i> 	<p style="text-align: center;">Big Write Genre: Letter Writing</p> <ul style="list-style-type: none"> • <i>Presentational features</i> 	<p style="text-align: center;">Big Write Genre: Poetry</p> <ul style="list-style-type: none"> • <i>Presentational features</i> • <i>Verses</i>
<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing and recording ideas.</p> <p>Introduce the paragraph as a way to group related material; begin to organise information around a theme.</p> <p>Assessing the effectiveness of their own and others' writing, and suggesting improvements.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, develop understanding of 'setting',</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Introduce the paragraph as a way to group related material; begin to organise</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an</p>

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<p>increasing range of sentence structures.</p> <p>In narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing.</p> <p>Assessing the effectiveness of their own and others’ writing, and suggesting improvements.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Using a wider range of conjunctions, including when, if, because, although.</p> <p>Using conjunctions to express time and cause.</p> <p>Indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</p>	<p>increasing range of sentence structures.</p> <p>Introduce the paragraph as a way to group related material; begin to organise information around a theme.</p> <p>In non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</p> <p>Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Choosing nouns or pronouns for clarity.</p>	<p>Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Using a wider range of conjunctions, including when, if, because, although.</p> <p>Using conjunctions to express time and cause.</p> <p>Indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</p> <p>Extend Year 4:</p> <p>Use paragraphs as a way to organise ideas around a theme.</p>	<p>‘character’ and ‘plot’ and begin to use in own writing.</p> <p>Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns for clarity.</p> <p>Using conjunctions to express time and cause.</p> <p>Indicating possession by using the possessive apostrophe with</p>	<p>information around a theme.</p> <p>In non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Choosing nouns or pronouns for clarity.</p> <p>Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>].</p> <p>Extend Year 4:</p> <p>Use paragraphs as a way to organise ideas around a theme.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>increasing range of sentence structures.</p> <p>Assessing the effectiveness of their own and others’ writing, and suggesting improvements.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Extend Year 4:</p>
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<p>Using and punctuating direct speech.</p> <p>Extend Year 4:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s.</p>	<p>Using and punctuating direct speech.</p> <p>Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>].</p> <p>Extend Year 4:</p> <p>Use paragraphs as a way to organise ideas around a theme.</p> <p>Using the present perfect form of verbs in contrast to the simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>].</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using and punctuating direct speech.</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using commas after fronted adverbials.</p>	<p>both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</p> <p>Using and punctuating direct speech.</p> <p>Extend Year 4:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive</p>	<p>Using the present perfect form of verbs in contrast to the simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>].</p> <p>Using commas after fronted adverbials.</p>	
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<p>Using and punctuating direct speech.</p>			<p>apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s.</p> <p>Using and punctuating direct speech.</p>		
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