



Termly Writing Progression Year 3 and 4

Year 3								
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Transcription	Spelling	<ul style="list-style-type: none"> Adding the prefixes dis- and in- RWI U1 Adding the prefix im- to root words beginning with m or p RWI U2 Adding the suffix -ous RWI U3. 	<ul style="list-style-type: none"> Adding the suffix -ly (to adjectives to form adverbs) U4 		<ul style="list-style-type: none"> Words with the sh sound spelt ch RWI U8. Adding the suffix -ion (to root words ending in t or te), RWI U9. 	<ul style="list-style-type: none"> Adding the suffix -ian (to root words ending in c or cs), RWI U10. Adding the prefix re- U11 	<ul style="list-style-type: none"> Adding the prefix anti- U12 Year 3 Unit 13 Year 3 Unit 14 	
			<ul style="list-style-type: none"> Homophones: no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak. RWI Special focus 2 		<ul style="list-style-type: none"> Homophones: not/knot, ball/bawl, palin/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee. RWI Special focus 4 		<ul style="list-style-type: none"> spell further homophones 	
		<ul style="list-style-type: none"> answer, island, February, length, strength, business RWI special focus 1. 	<ul style="list-style-type: none"> Word ending in -ture RWI U5. 	<ul style="list-style-type: none"> Adding the suffix -ation to verbs to form nouns U6 Words with the c sound spelt ch RWI U7. The short i sound spelt y RWI special focus 3. 			<ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1) 	
		Place the singular apostrophe correctly (understand the difference between plural nouns and singular possession).				Know that the apostrophe in regular plurals such as girls', boys', shows possession.		
		Know that the dictionary is alphabetically ordered.	Know which letters come before / after any letter in the alphabet.	Locate words in a dictionary by the first letter (using alphabetical order)	Locate words in a dictionary by the first letter (be able to locate efficiently).	Use the first letter of a word to check its spelling in a dictionary.	Use the first letter of a word, then the second, to check its spelling in a dictionary.	
		<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 						
		Han dwri ting	To use a neat, joined handwriting style with increasing accuracy and speed.					
		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.						
Compositi	Contexts for writing							
	Plan	Plan, discuss and record ideas, using similar writing to support with structure and vocabulary						
	Draft	Orally compose and write sentences (including dialogue) specific to the genre/text type using an increasing range of vocabulary and sentence structures Begin to organise their writing into paragraphs around a theme. Create settings, characters and plots in narratives In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).						



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	Revise	Re read to check that writing makes sense and is structured correctly for the purpose intended. Check correct and consistent verb tense and forms.					
	Edit and Evaluate	Check spelling and punctuation. Notice some ways to improve the grammar or vocabulary to suit the purpose.					
	Perform and Present	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.					
Grammar	To express time, using subordinating conjunctions (e.g. when, while) to join dependent sentences	To express time using subordinating conjunctions (when and while) to join dependent sentences.		To express time using subordinating conjunctions (when and while) to join dependent sentences.		To express time using subordinating conjunctions (when and while) to join dependent sentences.	
		To express cause using subordinating conjunctions (because) to join sentences.				To express cause or contrast using co-ordinating conjunctions (for, so)	
	To express time by adding adverbs. (then next, soon)		To express time by adding adverbs. (then next, soon)		To express time by adding adverbs. (then next, soon)		
	To express time by adding prepositions. (before, after)		To express time by adding prepositions. (before, after)		To express time by adding prepositions. (before, after)		
	To understand what prepositions are and be able to use them within writing independently.		To understand what prepositions are and be able to use them within writing independently.		To understand what prepositions are and be able to use them within writing independently.		
		To use the present perfect form verbs instead of the simple past.		To use the present perfect form verbs instead of the simple past.		To use the present perfect form verbs instead of the simple past.	
					To begin to use and punctuate direct speech.		
		To use adverbs to add details of how e.g. quickly, quietly.		To use adverbs to add details of how e.g. quickly, quietly.		To use adverbs to add details of how e.g. quickly, quietly.	
			To introduce paragraphs as a way to group related material	To introduce paragraphs as a way to group related material			
				To use headings and subheadings to aid presentation		To use headings and subheadings to aid presentation	

Year 4							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Transcription	Spelling	<p>Adding the suffix -ion (to root words ending in t or te), Y3 RWI U9. Adding the suffix -ian (to root words ending in c or cs), RWI Y3 U10. Adding the prefix Y3 re- U11</p>	<ul style="list-style-type: none"> • Adding the Y3 prefix anti- U12 • Year 3 Unit 13 • Year 3 Unit 14 	<p>Adding the prefix mis- and revising un-, in-, dis- RWI U1 Words ending in zhuh spelt -sure RWI U2 Adding the prefix auto- RWI U3</p>	<p>Adding the suffix -ly (to adjectives to form adverbs) RWI U4 Adding the prefix inter- RWI U5</p>	<p>Words ending in -ous RWI U7 Words ending in zhun spelt -sion RWI U9 Words with s sound spelt sc RWI U8</p>	<p>Adding il- and revising un-, in-, mis-, dis- RWI U10 Adding ir- to words beginning with r RWI U12 The c sound spelt -que and the g sound spelt -gue RWI U11</p>
					<ul style="list-style-type: none"> • Homophones: <i>goran/grown, main/mane, reign/rain/rein, peace/piece, berry/bury</i> RWI Special focus 2 	<p>Homophones: <i>heal/heel, missed/mist, who's/whose, accept/except, affect/effect</i></p>	<ul style="list-style-type: none"> •
				<p>The short u sound spelt ou: <i>double, trouble, enough, toughest, rougher, young, country, touch</i> RWI Special focus 1</p>	<p>Words with the ay sound spelt ei, eigh, ey RWI U6</p>		<ul style="list-style-type: none"> •
				<p>Possessive apostrophes with plural words RWI Special focus 3</p>			<ul style="list-style-type: none"> •
		<p>Use the first letter of a word to check its spelling in a dictionary.</p>	<p>Use the first two letters of a word to check its spelling in a dictionary.</p>	<p>Use the first two letters of a word to check its spelling in a dictionary.</p>	<p>Use the first two letters of a word to check its spelling in a dictionary.</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary
		<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>					
	Handwriting	<p>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].</p>					
		<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>					



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Composition	Contexts for writing						
	Plan	Make increasingly detailed notes, using similar writing to support with structure, vocabulary and grammar.					
	Draft	To compose and rehearse sentences orally specific to the genre/text type (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Secure the use of paragraphs to organise ideas around a theme. Some attempt to link paragraphs together across a text. Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech					
	Revise	Re read to check that writing makes sense and is structured correctly for the purpose intended. Check correct and consistent verb tense and forms.					
	Edit & Evaluate	Check spelling, punctuation and grammar and suggest ways to improve consistency including the use of pronouns in sentences. Assess the effectiveness of their own and other's writing					
	Perform and present	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.					
Grammar		To add detail to noun phrases with additional adjectives, nouns	To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.		To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.		
		To use fronted adverbials for time. To use fronted adverbials for place To use commas after fronted adverbials	To use fronted adverbials for time and place. To use commas after fronted adverbials.	To use fronted adverbials for time, place and manner. To use commas after fronted adverbials.		To use fronted adverbials for time, place and manner. To use commas after fronted adverbials.	
			To be able to select pronouns for use within sentences To be able to use pronouns within sentences To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition		To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing		



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			To use inverted commas and other punctuation to indicate direct speech	To use inverted commas and other punctuation to indicate direct speech		To use inverted commas and other punctuation to indicate direct speech, varying position of reported clause, i.e. split speech.	
				Apostrophes for omission/contractions	To use apostrophes to mark singular possession	To use apostrophes to mark singular and plural possession	To use apostrophes to mark singular and plural possession
			To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme		To use paragraphs to organise ideas around a theme	