

Writing Progression - Year 4

How to write (handwriting)	What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Use joined handwriting at a pace that matches pace of thought and throughout their work Handwriting is legible	Build writing independently by: Talking through sentences to vary structure by using different openers Start some sentences with an adverb Use phrases with adjectives Use pronouns to avoid repeating Organise writing using paragraphs using headings and sub-headings	Use further prefixes and suffixes Apply apostrophes for possessions (belonging) Use commas after fronted adverbs/adverbials Use inverted commas and other punctuation to show what someone says Read through work and check spelling and punctuation Spelling (National Curriculum)
Writing to entertain	Description	Develop writing to include lots of detail and similes to build character and setting
	Narrative	Write imaginatively using adjectives, verbs and adverbs to give lots of detail Write in a clear sequence and use paragraphs to link ideas Use first and third person
	Poetry	Comment on the use of similes and vocabulary about thoughts and feelings Use actions, sound effects and punctuation to express a poem's meaning Experiment with riddles and limericks Use similes to build images and create own free verse poem
Writing to inform	Biography	Write about a famous person of interest using paragraphs and sub-headings
	Explanation	Know differences between an explanation, report and recount piece of writing Comment on and justify views on a range of explanation texts Plan the steps in writing an explanation text to show essential information
	Information	Develop research and note taking skills Analyse comparative and non-comparative reports and note differences e.g. reports that deal with a single topic e.g. Birds and those that deal with two or more e.g. Frogs and Toads Write a non-comparative report organising information into paragraphs and using subheadings Write in the present tense
	Instruction	Follow more complex instructions Compare examples of instructional texts giving reasons for opinions Organise writing using bullet points, numbers, lists and diagrams with arrows Independently write clear instructions following an accurate sequence and evaluate effectiveness
	Newspaper	Write impersonal newspaper style reports e.g. about school events or an incident from a story including relevant, additional detail to add interest
	Recount	Explore and compare texts that recount the same event Evaluate which recounts are most effective at engaging a reader Convey a specific viewpoint and different perspectives
Writing to persuade	Advert	Evaluate adverts for their effectiveness (jingles, puns, language, alliteration) Investigate style and vocabulary Write persuasively to encourage readers and influence decisions
	Letter	Present a persuasive point of view in the form of a letter Write sentences expressing opinions of self and others giving reasons for these opinions.