



Progression in Skills Curriculum Map for Writing in Year 3 and 4

	Year 3	Year 4
Transcription	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting [for example, 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]. 	
Composition	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. • Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	

<p>Vocabulary Grammar Punctuation</p>	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. • Using conjunctions, adverbs and prepositions to express time and cause. • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Using commas after fronted adverbials. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials. • Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. • Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. • Using expanded noun phrases to convey complicated information concisely.
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