

## Hunton CEP School Writing Progression Document

Year Group: Porteous (Yr3/4)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;">Big Write Genre: <b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Structure of a letter</li> <li>• First Person</li> <li>• Past tense</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> <li>• Capital letters and full stops</li> </ul>	<p style="text-align: center;">Big Write Genre: <b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Layout</li> <li>• Grouping ideas</li> <li>• Apostrophes for contraction</li> <li>• Apostrophes for possession</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<p style="text-align: center;">Big Write Genre: <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Nouns and verbs</li> <li>• Time adverbials</li> <li>• Place adverbials</li> <li>• Verb inflections</li> <li>• Adjectives</li> <li>• Expanded noun phrases</li> <li>• Past tense</li> <li>• Direct speech</li> </ul>	<p style="text-align: center;">Big Write Genre: <b>Diary/recount</b></p> <ul style="list-style-type: none"> <li>• Clear structure to writing</li> <li>• Nouns and verbs</li> <li>• Pronouns and personal pronouns</li> <li>• Chronological order</li> <li>• Present tense, perfect tense and past tense</li> <li>• Adverbials of time</li> <li>• I can write in structure paragraphs</li> </ul>	<p style="text-align: center;">Big Write Genre: <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs and adverbs</li> <li>• Fronted Adverbials</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> <li>• First person</li> <li>• Past tense</li> <li>• Direct speech</li> <li>• Powerful adjectives</li> </ul>	<p style="text-align: center;">Big Write Genre: <b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Structure of different forms</li> <li>• Purpose and audience</li> <li>• Prepositions</li> <li>• Sub-ordinating and co-ordinating conjunctions</li> <li>• Adjectives</li> </ul>
<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>I can structure a letter correctly.</p> <p>I can make deliberate ambitious word choices to add detail.</p> <p>I can include strong adjectives and adverbs to enhance your argument (e.g., "It is absolutely vital," "This would greatly improve").</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p style="color: red;">I can plan my ideas by saying them out loud before writing.</p> <p style="color: red;">I can reread my work to check it makes sense.</p> <p>I can write a non-chronological report with an introduction, sections, and a conclusion.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>I can plan and write a clear beginning to introduce the characters and setting.</p> <p>I can understand the structure of a narrative.</p> <p style="color: red;">Review: I can use the past tense correctly and ensure the tense remains consistent throughout.</p> <p>I can use adjectives and expanded noun phrases to describe characters.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p style="color: red;">Review: I can use time-related phrases to indicate when events took place (e.g., yesterday, later, in the evening).</p> <p>I can use pronouns like "I," "me," and "my" to write in the first person.</p> <p>I can ensure consistent use of the past tense (e.g., "I went to the park" rather than "I go to the park").</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p style="color: red;">I can describe characters, settings, and events using adjectives.</p> <p style="color: red;">I can sequence my ideas to tell a story clearly.</p> <p style="color: red;">I can plan my writing by saying my ideas out loud first.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p style="color: red;">Review: I can write simple poetry.</p> <p>I can begin to use ideas from my own reading and modelled examples to plan my writing.</p> <p>I can proofread my own and others' work to check for errors (with increasing accuracy and to make improvements).</p> <p style="color: red;">Review: I can read aloud what I have written with appropriate</p>

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<p><b>Review: I can use fronted adverbials.</b></p> <p>I can use commas after a fronted adverbial.</p> <p>I can write an expanded noun phrase.</p> <p>I can use various sentence types in my writing.</p> <p><b>I can write simple sentences that make sense.</b></p> <p>I can write a clear letter for a specific audience and purpose (e.g., formal or informal).</p> <p>I can use fronted adverbials (e.g., <i>Later that day, In the morning,</i>) and add commas after them.</p> <p><b>I can use capital letters and full stops in my writing.</b></p> <p><b>I can use question marks and exclamation marks correctly.</b></p> <p><b>I can join ideas with words like <i>and, but, because.</i></b></p>	<p>I can use subheadings to organise information clearly.</p> <p>I can group related ideas into paragraphs.</p> <p>I can use technical and subject-specific vocabulary (topic words).</p> <p><b>I can write a well-structured non-chronological report for a clear purpose and audience.</b></p> <p><b>I can use an introduction and a conclusion that link to the topic.</b></p> <p>I can use the present tense to describe facts.</p> <p>I can use capital letters, commas in lists, and apostrophes accurately.</p> <p><b>I can organise my writing into logical paragraphs with subheadings.</b></p> <p><b>I can use fronted adverbials (<i>In the desert, During the day,</i>) to vary sentence openings.</b></p>	<p>I can use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>I can use co-ordinating conjunctions to link sentences together.</p> <p>I can use Sub-ordinating conjunctions to expand my sentences.</p> <p>I can use time conjunctions to sequence events.</p> <p>I can re-read the story to check for spelling, punctuation, and grammar errors.</p> <p>I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p><b>Review: I can use the present tense and the past tense mostly correctly and consistently.</b></p>	<p>I can use time adverbials such as "first," "then," "afterwards," and "finally" to organise the events.</p> <p>I can express personal thoughts and feelings about events.</p> <p><b>Review: I can use adjectives to describe places, people, and things (e.g., "It was a bright and sunny day").</b></p> <p>I can use adverbs to describe how things happened (e.g., "I quickly ran to the door").</p> <p><b>Review: I can use commas to separate items in a list.</b></p> <p>I can use apostrophes for contractions (e.g., "didn't," "couldn't").</p> <p>I can write a reflective conclusion for the diary entry.</p>	<p>I can write a story with a clear beginning, middle, and end.</p> <p>I can describe characters, settings, and events in detail using expanded noun phrases (<i>the tall, mysterious tower</i>).</p> <p>I can use a variety of sentence types: statements, questions, exclamations, and commands.</p> <p>I can use conjunctions (<i>because, when, if, although</i>) to link ideas.</p> <p>I can use paragraphs to group related ideas.</p> <p>I can use the present or past tense consistently.</p> <p>I can use interesting and precise vocabulary to engage the reader.</p> <p><b>I can use relative clauses (<i>who, which, that</i>) to add extra detail.</b></p> <p><b>I can use dialogue with correct punctuation to show characters speaking.</b></p>	<p><b>intonation to make the meaning clear.</b></p> <p>I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) (Y4).</b></p> <p><b>I can begin to read aloud my 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 (Y4).</b></p> <p><b>Review: I can use the full range of punctuation taught at Key Stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, apostrophes to mark singular possession and contractions.</b></p> <p>I can recognise and use the terms; preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter.</p>
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				I can choose vocabulary carefully to create mood, atmosphere, or tension.	I can recognise and use the terms; determiner, pronoun, possessive pronoun and adverbial (Y4).
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**Grammar and Punctuation Knowledge, Skills and Terminology**

<ul style="list-style-type: none"> <li>• <i>Noun, adjectives, verbs and adverbs.</i></li> <li>• <i>Relative clauses</i></li> <li>• <i>Expanded noun phrase</i></li> <li>• <i>Apostrophe for contraction</i></li> <li>• <i>Question mark</i></li> <li>• <i>Exclamation mark</i></li> <li>• <i>Pronouns</i></li> <li>• <i>Fronted adverbials</i></li> <li>• <i>Adverbials for time and place</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expanded noun phrases</i></li> <li>• <i>Subordinate clause</i></li> <li>• <i>Conjunctions</i></li> <li>• <i>Word classes</i></li> <li>• <i>Coordinating conjunctions</i></li> <li>• <i>Paragraphs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sentence / Clause / Phrase</i></li> <li>• <i>Statement / Question / Exclamation / Command</i></li> <li>• <i>Noun / Verb / Adjective / Adverb</i></li> <li>• <i>Conjunction / Subordinate clause</i></li> <li>• <i>Paragraph</i></li> <li>• <i>Fronted adverbial</i></li> <li>• <i>Relative clause</i></li> <li>• <i>Apostrophe (possession/contraction)</i></li> <li>• <i>Inverted commas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sentence / Clause / Phrase</i></li> <li>• <i>Statement / Question / Exclamation / Command</i></li> <li>• <i>Noun / Verb / Adjective / Adverb</i></li> <li>• <i>Conjunction / Subordinate clause</i></li> <li>• <i>Paragraph</i></li> <li>• <i>Fronted adverbial</i></li> <li>• <i>Relative clause</i></li> <li>• <i>Apostrophe (possession/contraction)</i></li> <li>• <i>Inverted commas (speech marks)</i></li> <li>• <i>First person</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Noun / Verb / Adjective / Adverb</i></li> <li>• <i>Adverbial phrase (e.g., in the moonlight)</i></li> <li>• <i>Clause / Subordinate clause / Main clause</i></li> <li>• <i>Conjunction / Time connective</i></li> <li>• <i>Paragraph</i></li> <li>• <i>Direct speech</i></li> <li>• <i>Tense (past/present/future)</i></li> <li>• <i>first person, third person</i></li> <li>• <i>Expanded noun phrase</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Verse / Stanza</i></li> <li>• <i>Line / Line break</i></li> <li>• <i>Rhyme / Rhyming pattern</i></li> <li>• <i>Rhythm / Meter</i></li> <li>• <i>Alliteration</i></li> <li>• <i>Onomatopoeia</i></li> <li>• <i>Simile / Metaphor</i></li> <li>• <i>Repetition</i></li> <li>• <i>Personification</i></li> <li>• <i>Imagery / Descriptive language</i></li> <li>• <i>Free verse / Structured verse</i></li> <li>• <i>Theme / Mood / Tone</i></li> <li>• <i>Speaker / Narrator</i></li> </ul>
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