	St Francis CE Primary School Year 4 progression of writing skills 
Phonic and whole word spelling	• spell further homophones• spell words that are often misspelt (Appendix 1)
Other word building spelling	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• 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
Contexts for writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning	• 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
Drafting	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices
Editing	• 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 • proofread for spelling and punctuation errors
Performing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar **(edited to reflect content in Appendix 2)**	• using fronted adverbials • difference between plural and possesive –s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion
Punctuation **(edited to reflect content in Appendix2)**	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including pucntuation within and surrounding inverted commas)
Grammatical terminology	determiner, pronoun, possessive pronoun, adverbial