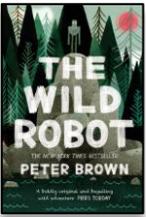
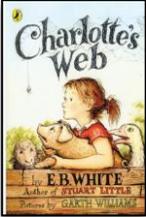
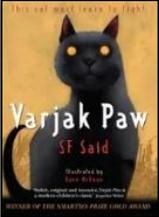
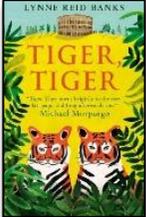


Lower Key Stage Two – Year 3 and 4 – Writing Progression: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	The Wild Robot by Peter Brown	The Boy Who Grew Dragons by Andy Shepherd	Charlotte’s Web By E.B White	Varjak Paw	How to Train Your Dragon by Cressida Cowell	Tiger, Tiger by Lynne Banks (9+)
						
Writing to...	A non-chronological report (fact file about Roz) A narrative (retell a key chapter)	A character description (of a dragon) A piece of instructional writing	A narrative A diary entry	Retell a story with a flashback / dream / shared memory A diary recount A persuasive speech	A story with a modern setting A Non-Chronological Report (creating their own dragon)	An animal adventure story An informal letter (writing back home)
Oral composition	Prepare to write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures					
Writing transcription (skills): New skills	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?’) taught so far. Revisit sentence structures taught at KS1 (simple, compound, complex) Review noun phrases from KS1 Building on expanded noun phrases (the strict maths teacher with curly hair) (Y4)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?’) taught so far. Introduce paragraphs as a way of grouping material. (Y3) Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?’“) taught so far. Use of paragraphs to organise ideas around a theme (Y4) Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Introduce inverted commas to punctuate	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?’“) taught so far. The use of present perfect form of verbs instead of simple past. Expressing time, place and cause using subordinating conjunctions	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(.,!?’“) taught so far. Headings a subheading to aid presentation Using pronouns for cohesion and avoid repetition. (Y4) Noun phrases expanded by the addition of modifying adjectives, nouns and	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(.,!?’“) taught so far. Use of inverted commas and other punctuation to indicate direct speech. (Y4) Expressing time, place and cause using subordinating conjunctions ISAWAWABUB

	<p>Expressing time, place and cause using conjunctions taught from KS1.</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Introduce prepositions</p> <p>Introduce adverbs.</p> <p>Headings and subheadings to present information</p>	<p>Headings and subheadings to present information</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Prepositions</p> <p>Identify the determiner (Y4)</p> <p>Adverbs</p> <p>Fronted adverbials including the comma that comes after (Y4)</p> <p>Use a or an depending on whether the word begins with a consonant or vowel</p>	<p>direct speech (recap for Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Fronted adverbials (Y4)</p> <p>Build an increasing range of sentence structures (Y4)</p>	<p>ISAWAWABUB</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Apostrophes for single (Y3) and plural (including irregular) possession (Y4)</p> <p>Fronted adverbials (Y4)</p> <p>Use of inverted commas and other punctuation to indicate direct speech. (Y4)</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p>	<p>preposition phrases. (Y4)</p> <p>Fronted Adverbials (Y4)</p> <p>Expressing time, place and cause using subordinating conjunctions ISAWAWABUB</p> <p>Verb inflections (were/was did/done) (Y4)</p> <p>Paragraphs</p>	<p>Fronted adverbials</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Paragraphs</p>
<p>Editing</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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. 					