



## The Warren Wood Progression Grid



<b>Writing Skills and Knowledge</b>	
Expected by the End of Year 4	
<b>Phonics and Spelling</b>	<b>Letter Formation, Placement and Positioning</b>
<ul style="list-style-type: none"> <li>• To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</li> <li>• To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>• To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</li> <li>• To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</li> <li>• To spell words with the/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</li> <li>• To spell all of the Y3 and Y4 statutory spelling words correctly.</li> <li>• To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-</li> <li>• To form nouns with the suffix -ation</li> <li>• To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule</li> <li>• To spell words that use the possessive apostrophe with plural words, including irregular plurals</li> <li>• To use their spelling knowledge to use a dictionary more efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the legibility, consistency and quality of their handwriting [e.g 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].</li> <li>• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>
<b>Planning, Writing and Editing</b>	<b>Awareness of Audience, Purpose and Structure</b>
<ul style="list-style-type: none"> <li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write a range of narratives that are well- structured and well-paced.</li> <li>• To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>• To begin to read aloud their 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.</li> </ul>



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<b>Sentence Construction and Tense</b>	<b>Use of Phrases and Clauses</b>
<ul style="list-style-type: none"><li>• To always maintain an accurate tense throughout a piece of writing.</li><li>• To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li></ul>	<ul style="list-style-type: none"><li>• To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li><li>• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li><li>• To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li></ul>
<b>Punctuation</b>	<b>Use of Terminology</b>
<ul style="list-style-type: none"><li>• To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li><li>• To consistently use apostrophes for singular and plural possession.</li></ul>	<ul style="list-style-type: none"><li>• To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</li></ul>