



The Warren Wood Progression of Skills Model



Writing Skills	
Expected by the End of Year 4	
Phonics and Spelling	Letter Formation, Placement and Positioning
<ul style="list-style-type: none"> • 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). • 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). • 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). • To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', • To spell words with the/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). • To spell all of the Y3 and Y4 statutory spelling words correctly. • To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- • To form nouns with the suffix -ation • 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 • To spell words that use the possessive apostrophe with plural • words, including irregular plurals • To use their spelling knowledge to use a dictionary more efficiently. 	<ul style="list-style-type: none"> • 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]. • To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
<ul style="list-style-type: none"> • To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 	<ul style="list-style-type: none"> • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • To write a range of narratives that are well- structured and well-paced. • To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • 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.



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Sentence Construction and Tense	Use of Phrases and Clauses
<ul style="list-style-type: none">• To always maintain an accurate tense throughout a piece of writing.• To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	<ul style="list-style-type: none">• 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.• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.• To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
Punctuation	Use of Terminology
<ul style="list-style-type: none">• 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.• To consistently use apostrophes for singular and plural possession.	<ul style="list-style-type: none">• To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.