



Y 3/4 High Clarence Writing Progression

	Autumn		Spring		Summer	
Text Features	Time Sequenced	Time Sequenced	Time Sequenced	Time Sequenced	Time Sequenced	Time Sequenced
	Appropriate use of/differentiate between past and present tense to suit purpose	Appropriate use of/differentiate between past and present tense to suit purpose	Appropriate use of/differentiate between past and present tense to suit purpose	Appropriate use of/differentiate between past and present tense to suit purpose	Appropriate use of/differentiate between past and present tense to suit purpose	Appropriate use of/differentiate between past and present tense to suit purpose
Punctuation	Consolidate all punctuation, finger spaces, capital letters, full stops, capital 'I' for I, question marks, exclamation marks Continue to use commas in lists Continue to use apostrophes to mark contraction Use bullet points and sub headings Begin to use apostrophes to mark singular possession	Consolidate all punctuation, finger spaces, capital letters, full stops, capital 'I' for I, question marks, exclamation marks, commas in lists Continue to use apostrophes to mark contraction Begin to use inverted commas to mark direct speech Continue to use simple devices to structure non narrative writing	Consolidate all punctuation, finger spaces, capital letters, full stops, capital 'I' for I, question marks, exclamation marks, commas in lists, apostrophes for contraction Begin to use commas to mark fronted adverbials Continue to use inverted commas to mark direct speech	Consolidate all punctuation, finger spaces, capital letters, full stops, capital 'I' for I, question marks, exclamation marks, commas in lists, commas to mark fronted adverbials, apostrophes for contraction, inverted commas Begin to use commas for subordinate clauses	Consolidate all punctuation, finger spaces, capital letters, full stops, capital 'I' for I, question marks, exclamation marks, commas in lists, commas for fronted adverbials, apostrophes for possession Commas to mark subordinate clauses Begin to use dashes for emphasis	Consolidation of punctuation taught this term
Grammar	Begin to use paragraphs Nouns and pronouns for clarity Expanded noun phrases Paragraphing	Continue to use paragraphs Present perfect tense Relative Clauses	Continue to use paragraphs Fronted Adverbials	Use paragraphs Rhetorical questions to engage reader Imperative verbs to convey urgency Relative clauses to provide additional enticement	Use paragraphs Subordinating conjunctions to add detail and description Subordinate clauses to join clauses, including as openers	Consolidation of grammar taught this year
Conjunctions	without a thought, carefully, however	also	as, before	soon, in conclusion	therefore	
Adverbials	because, while, before	until, after	if, before	whenever, unless	so, once	even if
Editing and improving	Make simple additions, revisions and proof-reading corrections to own writing	Begin to identify spelling and punctuation errors in own work	Identify and correct some spelling and punctuation errors in own work	Identify and correct some spelling and punctuation errors in own work	Identify and correct some spelling and punctuation errors in own work	Identify and correct some spelling and punctuation errors in own work

*NB Ensure children are using, applying and correctly spelling common exception words and words from the Y3/4 word list

