



Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To use the first two or three letters of a word to check its spelling in a dictionary.</u></p> <p>S2. <u>To spell words where y is pronounced /i/</u> e.g. myth.</p> <p>S3. <u>To spell words where ch is pronounced /k/</u> e.g. scheme, /sh/ e.g. chef.</p> <p>S4. <u>To spell words ending in que, pronounced /g/</u> e.g. league <u>and que pronounced /k/</u> e.g. unique.</p> <p>S5. <u>To spell words where sc is pronounced /s/</u> e.g. science.</p> <p>S6. <u>To spell words where ou is pronounced /ʊ/</u> e.g. young.</p> <p>S7. <u>To spell words ending in -sure.</u></p> <p>S8. <u>To spell words ending in -sion--tion, -ssion.</u></p> <p>S9. <u>To spell words with ei, eigh and ey.</u></p> <p>S10. <u>To spell words that are often misspelt (English Appendix 1).</u></p> <p>S11. <u>To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list).</u></p> <p>S12. <u>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</u></p> <p>S13. To know the grammatical difference between plural and possessive -s.</p> <p>S14. To know what is meant by homophones.</p>	<p>H1. To build muscle strength, enabling writing at length.</p> <p>H2. <u>To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</u></p> <p>H3. <u>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</u></p> <p>H4. To form and use the four basic handwriting joins consistently.</p>	<p>C1. <u>To plan their writing.</u></p> <p>C2. <u>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</u></p> <p>C3. <u>To discuss and record ideas</u> for planning using a range of formats e.g. story maps, flow charts etc.</p> <p>C4. <u>To draft and write.</u></p> <p>C5. <u>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</u></p> <p>C6. <u>To recognise and use simple & compound sentences and am beginning to use complex sentences.</u></p> <p>C7. <u>To organise paragraphs around a theme</u> (as a way to group related material).</p> <p>C8. <u>To create settings, characters and plot in narrative writing.</u></p> <p>C9. <u>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</u></p> <p>C10. To use powerful verbs.</p> <p>C11. To select, generate and effectively use adverbs.</p> <p>C12. <u>To evaluate and edit.</u></p> <p>C13. <u>To assess the effectiveness of their own and others' writing and suggesting improvements.</u></p>	<p>V1. <u>To learn the grammar for years 3 and 4 in English Appendix 2.</u></p> <p>V2. <u>To form nouns using a range of prefixes (for example super-, anti-, auto-).</u></p> <p>V3. <u>To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</u></p> <p>V4. <u>To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.</u></p> <p>V5. To use pronouns accurately in sentences.</p> <p>V6. To begin to use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)_was/were.</p> <p>V7. <u>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</u></p> <p>V8. To use and recognise nouns, adjectives and adjectival phrases.</p> <p>V9. To explore and identify main and subordinate clauses in complex sentences.</p> <p>V10. To explore, identify and create complex sentences using a range of conjunctions.</p> <p>V11. <u>To express time, place and cause using conjunctions (for example, when, before, after, while, so, because).</u></p> <p>V12. <u>To express time, place and cause using adverbs (for example, then, next, soon, therefore).</u></p>



<p>S15. <u>To spell further homophones</u> Accept/except brake/break Grate/great grown/groan Peace/piece scene/seen Weather/whether fair/fare Our/are</p> <p>S16. <u>To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list)</u> e.g. dis, super-, -sure, in-, il-, im-, -ation, -ous, -sion, -sion, re-, -ly (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).</p> <p>S17. To use knowledge of root words to apply prefixes and suffixes</p> <p>S18. <u>To add suffixes beginning with vowel letters to words with more than one syllable</u> e.g. forgetting.</p> <p>S19. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S20. <u>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u></p>		<p>C14. To say how own and others' writing could be improved.</p> <p>C15. <u>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors</u> in own and others' writing.</p> <p>C16. To improve writing from self and peer assessment.</p> <p>C17. <u>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u></p>	<p>V13. <u>To express time, place and cause using prepositions (For example, before, after, during, in, because of).</u></p> <p>V14. <u>To use paragraphs as a way to group related material.</u></p> <p>V15. <u>To use headings and subheadings to aid presentation.</u></p> <p>V16. <u>To use the present perfect form of verbs in contrast to the past tense.</u></p> <p>V17. <u>To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.</u></p> <p>V18. <u>To indicate grammatical and other features.</u></p> <p>V19. <u>To use and punctuate direct speech with inverted commas.</u></p> <p>V20. To put new speech on a new line.</p> <p>V21. <u>To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:</u></p> <ul style="list-style-type: none"> a) <u>Preposition</u> b) <u>Conjunction</u> c) <u>word family</u> d) <u>prefix</u> e) <u>clause</u> f) <u>subordinate clause</u> g) <u>direct speech</u> h) <u>consonant</u> i) <u>consonant</u> j) <u>letter vowel</u>
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			k) <u>vowel letters</u> l) <u>inverted commas (or 'speech marks')</u> .
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Genres of Writing

Narrative	Non-Fiction	Poetry
<ul style="list-style-type: none"> • Character and setting descriptions • Adventure stories • Stories with an alternative ending/setting/version • Diary entries • Extended stories 	<ul style="list-style-type: none"> • Non-Chronological reports • Instructions • Recount • Explanation texts 	<ul style="list-style-type: none"> • Poetry appreciation • Exploring form (Kenning and Shape)

