

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 ending in -ture.</u></p> <p>S3. <u>To spell words ending in -sion and -cian.</u></p> <p>S4. <u>To spell words that are often misspelt (English Appendix 1)</u></p> <p>S5. <u>To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list).</u></p> <p>S6. <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>S7. To know the grammatical difference between plural and possessive -s including irregular words, e.g. child -children.</p> <p>S8. <u>To spell further homophones</u> Affect/effect ball/bawl Berry/bury here/hear Heel/heal/ he'll Knot/not mail/male Mane/main meat/meet Medal/meddle missed/mist Plain/plane Whose/who's Rain/rein/reign</p> <p>S9. <u>To use further prefixes and suffixes and understand how to add them (English Appendix 1)</u> e.g. inter-, -ture, -cian, -ir-, -ally, (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>H1. To continue to build muscle strength, enabling comfortable writing at length.</p> <p>H2. <u>To increase the legibility, consistency and quality of their 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. To develop my own handwriting style.</p> <p>H4. <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>H5. To use a joined style throughout my independent writing.</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> e.g. story mountain, text map.</p> <p>C4. <u>To draft and writing.</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 organise paragraphs around a theme</u> in fiction and non-fiction texts</p> <p>C7. <u>To create settings, characters and plot in narrative writing.</u></p> <p>C8. To understand that writing can be third or first person</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 adverbs and adverbials.</p> <p>C11. <u>To evaluate and edit</u></p> <p>C12. <u>To assess the effectiveness of their own and others' writing and suggesting improvements</u></p> <p>C13. <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></p>	<p>V1. <u>To learn the grammar for years 3 and 4 in English Appendix 2.</u></p> <p>V2. <u>To know the grammatical difference between plural and possessive -s.</u></p> <p>V3. <u>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)</u></p> <p>V4. To use the possessive pronouns, yours, mine, theirs, ours, hers, its</p> <p>V5. <u>To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: The strict maths teacher with curly hair)</u></p> <p>V6. To explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>V7. To use adverbs to modify verbs</p> <p>V8. <u>To use fronted adverbials</u></p> <p>V9. To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>V10. To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action and for where e.g. In the distance, a lone wolf howled</p> <p>V11. <u>To use paragraphs to organise ideas around a theme</u></p> <p>V12. <u>To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition</u></p>

<p>S10. To use knowledge of root words to apply prefixes and suffixes to make a greater range of words.</p> <p>S11. <u>To apply spelling rules and guidance, as listed in English Appendix 1.</u></p> <p>S12. <u>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u></p>		<p>C14. <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> with increasing confidence.</p>	<p>V13. <u>To indicate grammatical and other features</u></p> <p>V14. <u>To use commas after fronted adverbials</u></p> <p>V15. <u>To indicate possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names]</u></p> <p>V16. <u>To use inverted commas & other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</u></p> <p>V17. To use commas to mark clauses in complex sentences.</p> <p>V18. <u>To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</u></p> <p>V19. <u>Determiner, pronoun, possessive pronoun, adverbial</u></p>
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