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| **Composition** | **Transcription** |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| As above and:* Identify **clauses** in sentences.
* Explore and identify main and **subordinate clauses** in complex sentences.
* Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although,* *while, since, until, before, after, so.*
* Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*
* Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*
* Select, generate and effectively use **adverbs** e.g*. suddenly, silently, soon, next, eventually.*
* Use **inverted commas to** punctuate **direct speech (speech marks).**
* Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect)instead of *he went out to play* (simple past).
* Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*
* Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
* Explore and collect nouns with **prefixes** *super, anti, auto*.
 | As above and:**Planning*** Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
* Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
* Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*

**Drafting and writing*** Create and develop settings for narrative.
* Create and develop characters for narrative.
* Improvise, create and write dialogue.
* Create and develop plots based on a model.
* Generate and select from vocabulary banks e.g*. noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
* Use different sentence structures (see VGP).
* Group related material into paragraphs.
* Use headings and sub headings to organise information.

**Evaluating and Editing*** Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.
* Discuss and propose changes with partners and in small groups.
* Improve writing in the light of evaluation.

**Performing** * Use appropriate intonation, tone and volume to present their writing to a group or class.
 | As above and:* Use further **prefixes** *dis\_, mis\_, re\_,* and **suffixes** \_ly, \_ous, and understand how to add them.
* Add suffixes beginning with vowel letters to words of more than one syllable.
* Spell homophones and near homophones.
* Spell words containing the /ʌ/ sound spelt ou, e.g. *young, touch, double*
* Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure.*
* Spell words with endings sounding like or /tʃə/, e.g. *creature, furniture, adventure.*
* Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein, weigh, eight, neighbour, they, obey*
* Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought*
* Identify and spell irregular plurals, e.g *goose/ geese, woman/women, potato /es*
* Use the first two letters of a word to check its spelling in a dictionary.
* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.
 | As above and:* Form and use the four basic handwriting joins.
* Write legibly.
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