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| **Composition** | **Transcription** |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| As above and:* Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
* Use commas to mark clauses in complex sentences.
* Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
* *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.*
* Use commas after fronted **adverbials**.
* Identify, select and use **determiners** including:

- articles: *a/an, the*- demonstratives : *this/that; these/those*- possessives: *my/your/his/her/its/our/their*- quantifiers: *some, any, no, many, much, every** Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*
* Identify, select and effectively use **pronouns.**
* Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.*
* Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.*
* Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*
* Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*
 | As above and:**Planning*** Read and analyse narrative, non-fiction and poetry in order to plan 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 e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*

**Drafting and Writing*** Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
* Plan and write an opening paragraph which combines setting and character/s.
* Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
* Generate and select from vocabulary banks e.g*.* ***adverbial*** *phrases, technical language, persuasive phrases, alliteration*.
* Use different sentence structures (see VGP).
* Use paragraphs to organise writing in fiction and non-fiction texts.
* Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.*
* Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later…, Back at home…*

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

**Performing*** Use appropriate intonation, tone and volume to present their writing to a range of audiences.
 | As above and:* Use further prefixes, e.g. *in- , im- ir–, sub–, inter–, super–, anti–, auto–.*
* Use further suffixes, e.g. –*ation, - tion, –ssion,*

 *–cian.** Investigate what happens to words ending in f when suffixes are added, e.g. *calf/calves.*
* Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus.*
* Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine.*
* Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. *tongue, antique.*
* Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene.*
* Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-.*
* Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *–ate = pollinate* (verb).
* The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt.*
* Use the first three 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.
* Explore and use the possessive apostrophe, e.g. *boy’s books* (books belonging to a boy) and *boys’ books* (books belonging to more than one boy).
* Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.
 | As above and:* Use a joined style throughout their independent writing.
* Write with consistency in size and proportion of letters, 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.*
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