|  |  |  |  |
| --- | --- | --- | --- |
| **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. |