

Key Learning in Writing: Year 3 Composition	Key Learning in Writing: Year 4 Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> Identify clauses in sentences. 	
<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. 	
<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, if because, although, while, since, until, before, after, so, as</i> 	
	<ul style="list-style-type: none"> Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>
<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> 	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences.
	<ul style="list-style-type: none"> Use commas after fronted adverbials.
<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where, e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i>
<ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>
<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>
<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action, e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). 	
<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel, e.g. <i>a rock, an open box.</i> 	<ul style="list-style-type: none"> Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives: <i>this/that; these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i>
<ul style="list-style-type: none"> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. 	
<ul style="list-style-type: none"> Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	
	<ul style="list-style-type: none"> Identify, select and effectively use pronouns.
	<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.
	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i>
	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it instead of she seen it.</i>

	<ul style="list-style-type: none"> Use apostrophes for singular and plural possession, e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.
Composition	Composition
Planning	Planning
<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. 	<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.
Drafting and Writing	Drafting and Writing
<ul style="list-style-type: none"> Create and develop settings for narrative. 	<ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
<ul style="list-style-type: none"> Create and develop characters for narrative. 	
<ul style="list-style-type: none"> Improvise, create and write dialogue. 	<ul style="list-style-type: none"> Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
<ul style="list-style-type: none"> Create and develop plots based on a model. 	
	<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s.
<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. 	<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration</i>.
<ul style="list-style-type: none"> Use different sentence structures (see VGP). 	<ul style="list-style-type: none"> Use different sentence structures (see VGP).
<ul style="list-style-type: none"> Group related material into paragraphs. 	<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction and non-fiction texts. Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later..., Back at home...</i>
<ul style="list-style-type: none"> Use headings and sub headings to organise information. 	<ul style="list-style-type: none"> Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.
Evaluating and Editing	Evaluating and Editing
<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation.
<ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups. 	<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups.
<ul style="list-style-type: none"> Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> Improve writing in light of evaluation.
Performing	Performing
<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Transcription Spelling	Transcription Spelling
<ul style="list-style-type: none"> Use further prefixes <i>dis_</i>, <i>mis_</i>, <i>re_</i>, and suffixes <i>_ly</i>, <i>_ous</i>, and understand how to add them 	<ul style="list-style-type: none"> Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.
<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words of more than one syllable. 	<ul style="list-style-type: none"> Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.
<ul style="list-style-type: none"> Spell homophones and near homophones. 	
<ul style="list-style-type: none"> Spell words containing the /A/ sound spelt ou, e.g. <i>young</i>, <i>touch</i>, <i>double</i> 	
<ul style="list-style-type: none"> Spell words with endings sounding like /3a/ e.g. <i>treasure</i>, <i>enclosure</i>, <i>pleasure</i>. 	
<ul style="list-style-type: none"> Spell words with endings sounding like or /tʃa/, e.g. <i>creature</i>, <i>furniture</i>, <i>adventure</i>. 	
<ul style="list-style-type: none"> Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein</i>, <i>weigh</i>, <i>eight</i>, <i>neighbour</i>, <i>they</i>, <i>obey</i> 	
<ul style="list-style-type: none"> Identify and spell irregular past tense verbs, e.g. <i>send/sent</i>, <i>hear/heard</i>, <i>think/thought</i> 	
	<ul style="list-style-type: none"> Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme</i>, <i>chorus</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>.
	<ul style="list-style-type: none"> Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue</i>, <i>antique</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science</i>, <i>scene</i>.
	<ul style="list-style-type: none"> Understand how diminutives are formed using, e.g. suffix <i>-ette</i> and prefix <i>mini-</i>.
<ul style="list-style-type: none"> Identify and spell irregular plurals, e.g. <i>goose/geese</i>, <i>woman/women</i>, <i>potato/es</i> 	
	<ul style="list-style-type: none"> Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes, e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb).
	<ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth</i>, <i>gym</i>, <i>Egypt</i>.
<ul style="list-style-type: none"> Use the first two letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Use the first three letters of a word to check its spelling in a dictionary.
<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	<ul style="list-style-type: none"> Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to boy) and <i>boys' books</i> (books belonging to more than one boy).
<ul style="list-style-type: none"> Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<ul style="list-style-type: none"> Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.

Transcription	Transcription
Handwriting	Handwriting
<ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins. 	<ul style="list-style-type: none"> ▪ Use a joined style throughout their independent writing.
<ul style="list-style-type: none"> ▪ Write legibly. 	<ul style="list-style-type: none"> ▪ Write with consistency in size and proportion of letters, e.g. <i>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</i>

