



Writing – Transcription Spelling	Writing – Transcription Handwriting	Writing – Composition	Writing - Grammar and punctuation
<p>Spelling (See English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that their ascenders and descenders of letters do not touch.</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ol style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings <p>Evaluate and edit by:</p> <ol style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud in their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Refer to Vocabulary, Grammar and Punctuation Overview and English Appendix 2</p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2:</p> <ol style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ol style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>

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