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|  | **Year 3**  | **Year 4**  |
| **Term** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Writing:****Handwriting** | Handwriting: ***(See also Y2 Skills and Progression and the KS1 teaching sequence of handwriting document)*****Statutory requirements:** Pupils should be taught to: * 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.
* increase the legibility, consistency and quality of their handwriting [for example, 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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| **Key Assessment Criteria** | \*I increase the legibility, consistence and quality of my handwriting\*I understand which letters, when adjacent to one another, are best left unjoined\*I use the diagonal and horizontal strokes that are needed to join letters | \*Continue to build on the work from year 3 |
| **Writing:****Punctuation and grammar** | Punctuation and Grammar:**Statutory requirements:** Pupils should be taught to: Sentence structure:* Express time, place and cause using **conjunctions** (eg. When, so before, after, while, because), **adverbs** (eg then, next, soon, therefore) or **prepositions** (eg before, after, during, in, because)

Text structure:* Introduce **paragraphs** as a way to group related material
* teach the use of **headings** and **sub-headings** to aid presentations
* use the **present perfect** form of **verbs** instead of the simple past (eg He has gone out to play contrasted with He went out to play)
* Punctuation:
* Introduce **inverted commas** to punctuate direct speech
* Teach the use of **apostrophe**s to mark plural possession
 | Punctuation and Grammar:**(Revise Y3 objectives)****Statutory requirements**: Pupils should be taught to: Sentence structure: * Teach noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to: the strict maths teacher with curly hair).
* Teach **fronted adverbials** (eg Later that day, I heard bad news)

Text structure:* Use **paragraphs** to organise ideas around a theme
* Focus on appropriate choice of **pronoun** and **noun** within and across **sentences** to aid cohesion and avoid repetition

Punctuation:* Use of **inverted commas** and other punctuation to indicate direct speech
* Teach the use of the **apostrophe** for omission and possession
* Teach the use of commas after **fronted adverbials**
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| **Writing:****Grammar****Key Assessment Criteria** | \*I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, because, although)\*I recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately (an apple; a house; the yellow car / the an a) | \*I use the perfect form of verbs instead of the simple past. *(I have written it down so we can check what he said) (he has worked hard)*\*I understand the purpose of adverbs\*I use adverbs effectively in my writing\*I use conjunctions, adverbs and prepositions to express time and cause *(the next thing, next, soon, so, before, after, during, in, because of)* | \*Word choices are adventurous and carefully selected to add detail and to engage the reader\*Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials | \*I use a range of sentences with more than one clause – through use of conjunctions (*We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’)*\*I use a wider range of conjunctions such as, although, however, despite, as well as:\*I use the correct article ‘a’ or ‘an’\*My sentences are often opened in different ways to create effects | \*I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. *(When I was writing about bees, the hive and the queen. I remembered to write ‘they’, ‘it’ and ‘she’ every other time, so that my writing was less repetitive)*\*I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. *(*e.g. accurate use of pronouns in sentences*; ‘I forgot to put the comma after a fronted adverbial’;* realise the spelling of *‘proberbly’* is wrong*)*\*I use fronted adverbials of place, time and manner, including the use of a comma. *(Later that day, I went shopping.’)* | \*I use expanded noun phrases with modifying adjectives. *(‘The strict teacher with curly hair…’)*\*I use adverbs and prepositions to express time, place and cause\*I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.\*I use standard English for verb inflections -m instead of spoken forms. (‘We were’ – instead of ‘*we was’,* or ‘I did’ instead of *‘I done’. ‘*He is/his’ instead of *‘he’s’*) |
| **Writing:****Punctuation****Key Assessment Criteria** | \*I begin to use inverted commas for some direct speech punctuation | \*I use apostrophes for possession with increasing accuracy including plural possession | \*Commas are sometimes used to mark clauses and phrases | \*All my sentences are correctly demarcated | \*I use the apostrophe for omission and possession *(women’s rights, boys’ cloakroom)*\*I secure the use of punctuation in direct speech, including a comma after the reporting clause. (*The conductor shouted, “Sit down!”)* | \*I almost always use commas for fronted adverbials |
| **Writing:****Composition** | Composition:**Statutory requirements** Pupils should be taught to: Plan their writing by: * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* discuss and record ideas

Draft and write by: * **compose and rehearse sentences orally** (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
* organise **paragraphs** around a theme
* in **narratives**, create settings, characters and plot
* in **non-narrative** material, use simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by: * assess the effectiveness of their own and others’ writing and suggest improvements
* propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* **proof-read** for spelling and punctuation errors
* **read aloud** their own writing, to a group or the whole class, using appropriate intonation and controlling the one and volume so that the meaning is clear
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| **Key Assessment Criteria** | \*I write a non-narrative using simple organisational devices such as headings and sub-headings\*In narrative writing, I develop resolutions/ resulting events and endings | \*I make improvements by proposing changes to grammar and vocabulary to improve consistency *(The accurate use of pronouns in sentences/ tenses)*\*I look at and discuss different models of writing, taking account of purpose and audience\*I plan my writing by discussing and recording ideas *(timeline, flowchart, spider diagram, mindmap, jottings, storyhill, storymap)*\*I write a narrative with a clear structure, setting, characters and plot\*I suggest improvements to my writing through assessing the writing with my peers and through self-assessment | \*I identify structure, grammatical features and use of vocabulary for effect in texts.\*I compose sentences using a wider range of structures linked to the grammar objectives *(e.g. tenses – including present perfect/ subordinate clauses/* *co-ordinating conjunctions*\*I begin to organise paragraphs around a theme *(Supported by planning then moving to independence)* | \*I write from memory simple dictated sentences that include words and punctuation taught\*My narrative writing is organised into clear sequences with more than a basic beginning, middle and end | \*I write narrative with a clear structure, setting, characters and plot\*I include key vocabulary and grammar choices that link to the style of writing *e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction)* | \*I begin to open paragraphs with topic sentences and organise them around a theme *(Boxing up method independently; five-part story structure; chunking their writing into paragraphs –* they use this to ensure they have accurate paragraphs and know how to demarcate them)\*My endings are developed and close the narrative appropriately relating to the beginning or a change in character |
| **Writing: Spelling** | Spelling: (Following the No Nonsense Spelling scheme)**Statutory requirements:** Spelling Pupils should be taught to: * use further prefixes and suffixes and understand how to add them
* spell further homophones
* spell words that are often misspelt
* use the first two or 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.
* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
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| **Key Assessment Criteria** | \*I use the first two or three letters of a word to check its spelling in the dictionary | \*I spell words with additional prefixes and suffixes and understand how to add them to root words *(from nouns using super, anti, auto)*\*I spell correctly word families based on common words *(solve, solution, solver)*\*I identify the root word in longer words | \*In recognise and spell additional homophones *(he’ll/heel/heal)*\*I make comparisons from a word already known to apply to an unfamiliar word\*I spell some identified commonly misspelt words from the Year 3 and 4 word list  | \* I use the first two or three letters of a word to check its spelling in the dictionary | \*I spell words with additional prefixes and suffixes and understand how to add them to root words *(-ation, ous, ion, ian)*\*I use plural‘s’ and possessive ‘s’ correctly *(The girls were playing football. The girls’ football boots – more than one girl. The girl’s football boots – one girl.)* | \*I recognise and spell additional homophones *(accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle)*\*I spell identified commonly misspelt words from the Year 3 and 4 word list  |