

Composition		Transcription	
Vocabulary, grammar and punctuation (underlined statements MUST be met to achieve Expected)	Composition (underlined statements MUST be met to achieve Expected)	Spelling (12/16 of all statements MUST be met to achieve Expected)	Handwriting (underlined statements MUST be met to achieve Expected)
<ul style="list-style-type: none"> <li>Identify <b>clauses</b> in sentences.</li> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <u>when, if because, although, while, since, until, before, after, so.</u></li> <li>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <u>Although it was raining, we decided not to take our coats.</u></li> <li>Identify, select, generate and <b>effectively use prepositions</b> for where e.g. <u>above, below, beneath, within, outside, beyond.</u></li> <li>Select, generate and <b>effectively use adverbs</b> e.g. <u>suddenly, silently, soon, next, eventually.</u></li> <li>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks).</b></li> <li>Use perfect form of verbs using <b>have and has</b> to indicate a completed action e.g. <u>He has gone out to play (present perfect) instead of he went out to play (simple past).</u></li> <li>Use the determiner <b>a</b> or <b>an</b> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <u>a rock, an open box.</u></li> <li>Explore and collect <b>word families</b> e.g. <u>medical, medicine, medicinal, medic, paramedic, medically</u> to extend vocabulary.</li> <li>Explore and collect nouns with <b>prefixes</b> <u>super, anti, auto.</u></li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning using a range of formats, e.g. <u>chunking a plot, story maps, flow charts, boxing up.</u></li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Create and develop settings for narrative.</li> <li>Create and develop characters for narrative.</li> <li><u>Improvise, create and write dialogue.</u></li> <li>Create and develop plots based on a model.</li> <li>Generate and select from vocabulary banks e.g. <u>noun phrases, powerful verbs, technical language, synonyms for said</u> appropriate to text type.</li> <li>Use different sentence structures (see VGP).</li> <li><u>Group related material into paragraphs.</u></li> <li><u>Use headings and sub headings to organise information.</u></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Use further <b>prefixes</b> <u>dis-, mis-, re-</u> and understand how to add them.</li> <li>Use further <b>suffixes</b> <u>-ly, -ous,</u> and understand how to add them.</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>Spell homophones (e.g meet and meat) and near homophones (e.g accept and except).</li> <li>Spell words containing the /ʌ/ sound spelt ou, e.g. <u>young, touch, double</u></li> <li>Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <u>vein, weigh, eight, neighbour, they, obey</u></li> <li>Identify and spell irregular past tense verbs, e.g. <u>send /sent, hear / heard, think/ thought</u></li> <li>Identify and spell irregular plurals, e.g. <u>goose/ geese, woman/women, potato /es</u></li> <li>Spell words from the H.W Year 3 list (selected from the statutory Year 3/4 word list).</li> <li>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <u>myth, gym, Egypt.</u></li> <li>Identify and spell words ending with the /g/ sound spelt -gue</li> <li>Identify and spell words ending with the /k/ sound spelt -que (French in origin), e.g. <u>tongue, antique.</u></li> <li>Use prefixes -sub, -tele,</li> <li>Use prefixes -super, -auto</li> <li>Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <u>chef, chalet, machine</u></li> <li><u>Spell words containing the /k/ sounds spelt 'ch'(Greek in origin), e.g scheme and chorus</u></li> </ul> <hr style="border-top: 1px dashed #00AEEF;"/> <ul style="list-style-type: none"> <li>Use the first two letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li><u>Form and use the four basic handwriting joins.</u></li> <li><u>Write legibly.</u></li> </ul>

