





<p>NB: Composition strands run throughout the year- This indicates focus only.</p>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue)</li> <li>• progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs</li> </ul>	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and</li> </ul>	<p>ces orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• assessing the effectiveness of their own</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y4)</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	<p>that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• discussing writing similar to that which they are planning to</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings and plot</li> <li>• assessing the</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• organising paragraphs around a theme</li> <li>• in non-narrative material, using simple organisational devices (e.g. headings and</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied</li> </ul>
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	<ul style="list-style-type: none"> <li>lary and an increasing range of sentence structures</li> <li>In narratives, creating settings, characters and plot</li> <li>assessing the effectiveness of their own writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency</li> <li>Proof-read for spelling</li> </ul>	<ul style="list-style-type: none"> <li>around a theme in non-narrative material, using simple organisational devices (e.g. headings and subheadings)</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the</li> </ul>	<ul style="list-style-type: none"> <li>controlling the tone and volume so that the meaning is clear</li> <li>proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>structures (Y4)</li> <li>organising paragraphs around a theme (Y4)</li> <li>in non-narrative material, using simple organisational devices (e.g. headings and subheadings) (Y4)</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing</li> </ul>	<ul style="list-style-type: none"> <li>ion and controlling the tone and volume so that the meaning is clear</li> <li>proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>discussing writing similar to that which they are planning to write in order to understand</li> </ul>	<ul style="list-style-type: none"> <li>effectiveness of their own writing and suggest improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>subheadings)</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and</li> </ul>	<ul style="list-style-type: none"> <li>increasing range of sentence structures</li> <li>In narratives, creating settings, characters and plot</li> <li>assessing the effectiveness of their own writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices (e.g. headings and subheadings)</li> <li>assessing the effectiveness</li> </ul>
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	and punctuation errors	accurate use of pronouns in sentences <ul style="list-style-type: none"><li>• proofread for spelling and punctuation errors</li></ul>			changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <ul style="list-style-type: none"><li>• proofread for spelling and punctuation errors</li></ul>		and learn from its structure, vocabulary and grammar <ul style="list-style-type: none"><li>• discussing and recording ideas</li></ul>		punctuation errors	<ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors</li></ul>	ness of their own and others' writing and suggesting improvements <ul style="list-style-type: none"><li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• proofread for spelling and punctuation errors</li></ul>
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<p>Writing to be clear - grammar and punctuation</p>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</li> <li>Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4)</li> <li>Using fronted adverbials (Y4)</li> <li>Using commas after fronted adverbials (Y4)</li> <li>Appropriate use of pronoun or noun within</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3/4)</li> <li>choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>spell words that are often misspelt</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>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3/4)</li> <li>using fronted adverbials (Y4)</li> <li>using commas after fronted adverbials (Y4)</li> <li>using direct speech (Y3/4)</li> <li>inverted comma</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y4)</li> <li>expressing time, place and cause using conjunctions, adverbs or prepositions (Y4)</li> <li>choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>spell words that are often misspelt</li> <li>write from memory simple sentences, dictated by the teacher, that include words</li> </ul>	<ul style="list-style-type: none"> <li>using fronted adverbials (Y4)</li> <li>using commas after fronted adverbials (Y4)</li> <li>indicating possession by using the possessive apostrophe with <b>singular</b> and plural nouns (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</li> <li>Using fronted adverbials (Y4)</li> <li>Using commas after fronted adverbials (Y4)</li> <li>Using and punctu</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3/4)</li> <li>choosing nouns or pronouns appropriately within</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when</li> <li>using conjunctions, adverbs (when) and prepositions (before, after, during, in) to express time and place (Y3)</li> <li>using fronted adverbials (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3/4)</li> <li>using fronted adverbials (Y4)</li> <li>using commas after fronted adverbials (Y4)</li> <li>paragraphs to</li> </ul>
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	<p>and across sentences to aid cohesion and avoid repetition (Y4)</p> <ul style="list-style-type: none"> <li>• using fronted adverbials (Y4)</li> <li>• using commas after fronted adverbials (Y4)</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</li> <li>• using commas after fronted adverbials (Y4)</li> </ul>	<p>avoid repetition (Y4)</p> <ul style="list-style-type: none"> <li>• using fronted adverbials (Y4)</li> <li>• using commas after fronted adverbials (Y4)</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</li> <li>• using commas after fronted adverbials (Y4)</li> </ul>		<p>s and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4)</p> <ul style="list-style-type: none"> <li>• paragraphs to organise ideas around a theme (Y4)</li> </ul>	<p>accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <ul style="list-style-type: none"> <li>• noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (Y4)</li> <li>• paragraphs to organise ideas around a theme (Y4)</li> </ul>	<p>and punctuation taught so far</p>		<p>ating direct speech (Y3/4)</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Learning the grammar for years 3 and 4</li> </ul>	<p>and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <ul style="list-style-type: none"> <li>• paragraphs to organise ideas around a theme (Y4)</li> <li>• Standard English forms for verb inflections instead of local spoken</li> </ul>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials (Y4)</li> <li>• appropriately using pronoun or nouns within and across sentences for clarity, to aid cohesion and avoid repetition (Y4)</li> <li>• using the present perfect form of verbs in contrast with the past tense</li> <li>• using a punctuating direct speech</li> <li>• Learning the</li> </ul>	<p>organise ideas around a theme (Y4)</p>
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		<ul style="list-style-type: none"><li>indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</li><li>noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher</i> expanded to <i>the</i></li></ul>							forms (e.g. we were instead of we was or I did instead of I done) (Y4)	grammar for years 3 and 4	
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		<p><i>strict maths teache r with curly hair</i> (Y4)</p> <ul style="list-style-type: none"><li>• paragr aphs to organi se ideas aroun d a theme (Y4)</li></ul>									
Spelling	Sounds and Syllables- Tier 4										
Handwri ting	Follow the Nelson Handwriting scheme. <ul style="list-style-type: none"><li>• 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</li><li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li></ul>										