

AUTUMN WRITING YEAR 4  
Water Walk Narrative Poem – Autumn 1  
Wind in the Willows narrative – Autumn 2

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them - see <b>English appendix 1</b></li> <li>Spell further homophones</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first 2 or 3 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> <li>Spell some of the common exception words (50-100 words)</li> </ul> <p><b>English Appendix 1:</b> i sound like y u sound like ou prefix un/re/dis/mis/il/im/ir/in prefix sub/inter/anti/auto/super ending with ture/sure ending with tion/sion/ation suffix ous suffix ly k sound like ch k sound que s sound sc words with ei/eigh/ey possessive apostrophe with plural words homophones.</p>	<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> </ul>	<p><b>Word</b></p> <ul style="list-style-type: none"> <li>To indicate possession using a possessive apostrophe with plural nouns</li> <li>Use correct standard English forms for verb inflections (eg we were instead of we was or I did instead of I done)</li> <li>Use the present perfect form of verbs in contrast to the past tense.</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>using fronted adverbials (manner, time, place, frequency, possibility)</li> <li>expand noun phrases with modifying adjectives (eg: <i>the teacher to the strict maths teacher with curly hair</i>)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to mark plural possession (for example: the girl's name, the girls' name)</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <b>TERMINOLOGY TO USE:</b> determiner, pronoun, possessive pronoun, <b>adverbial</b></li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <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 punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

SPRING WRITING YEAR 4  
Ancient Egyptians – Spring 1  
The Lion the Witch and the Wardrobe – Spring 2

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see <b>English appendix 1</b></li> <li>• spell further homophones</li> <li>• use the first 2 or 3 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> <li>• Spell many of the common exception words (70-100 words)</li> </ul> <p><b>English Appendix 1:</b> Prefix dis/mis/re/il/im/ir/in Endings -sion Endings -tion/-ssion/-sion/-cian k sound que homophones adding suffixes with vowel letters to words of more than one syllable (double consonants)</p>	<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 un-joined</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] (JOINED HANDWRITING)</li> </ul>	<p>Word</p> <ul style="list-style-type: none"> <li>• To identify a determiner (articles, quantifiers, possessive determiners)</li> </ul> <p>Sentence</p> <ul style="list-style-type: none"> <li>• using fronted adverbials (manner, time, place, frequency, possibility)</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating)</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• use inverted commas and other punctuation to punctuate direct speech (commas e.g The conductor shouted, "Sit down!")</li> </ul> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <b>TERMINOLOGY TO USE: determiner, pronoun, possessive pronoun, adverbial</b></li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of 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 punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

SUMMER WRITING YEAR 4

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them - see <b>English appendix 1</b></li> <li>spell further homophones.</li> <li>use the first 2 or 3 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> <li>Spell most of the common exception words (90-100 words)</li> </ul> <p><b>English Appendix 1:</b>                      prefix super/anti/auto                      suffix ous                      endings -tion/-cian                      sh sound spelt ch                      s sound spelt sc                      words with ei/eigh/ey                      homophones</p>	<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>	<p>Sentence</p> <ul style="list-style-type: none"> <li>expand noun phrases with modifying adjectives and preposition phrases (eg <i>the teacher</i> to <i>the strict maths teacher with curly hair</i>)</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating)</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <b>TERMINOLOGY TO USE:</b> determiner, <b>pronoun</b>, <b>possessive pronoun</b>, <b>adverbial</b></li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <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 punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

NATIONAL CURRICULUM WRITING Year 3/4

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see English appendix 1</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt - see English appendix 1</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first 2 or 3 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>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</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] (JOINED HANDWRITING)</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading (determiner, pronouns, possessive pronoun and adverbial)</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <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 punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>