



	Year 3	Year 4
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Contexts for Writing	<ul 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 	<ul 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
Planning Writing	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices
Editing Writing	<ul 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 proofread for spelling and punctuation errors 	<ul 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 proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Vocabulary	<ul 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul 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 (including punctuation within and surrounding inverted commas)

Grammatical Terminology

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

determiner, pronoun, possessive pronoun, adverbial

Appendix 1 – [English Appendix 1](#)

Appendix 2 - Year 3 - <https://sites.google.com/site/primarycurriculum2014/year3/english>

Year 4 - <https://sites.google.com/site/primarycurriculum2014/year4/english>