| Composition |  | Transcription |  |
| :---: | :---: | :---: | :---: |
| Vocabulary, grammar and punctuation | Composition | Spelling | Handwriting |
| As above and: <br> - Identify clauses in sentences. <br> - Explore and identify main and subordinate clauses in complex sentences. <br> - Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. <br> - Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. <br> - Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. <br> - Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. <br> - Use inverted commas to punctuate direct speech (speech marks). <br> - Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). <br> - Use the determiner $a$ or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. <br> - Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. <br> - Explore and collect nouns with prefixes super, anti, auto. | As above and: <br> Planning <br> - Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. <br> - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. <br> - Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. <br> Drafting and writing <br> - Create and develop settings for narrative. <br> - Create and develop characters for narrative. <br> - Improvise, create and write dialogue. <br> - Create and develop plots based on a model. <br> - Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. <br> - Use different sentence structures (see VGP). <br> - Group related material into paragraphs. <br> - Use headings and sub headings to organise information. <br> Evaluating and Editing <br> - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <br> - Discuss and propose changes with partners and in small groups. <br> - Improve writing in the light of evaluation. <br> Performing <br> - Use appropriate intonation, tone and volume to present their writing to a group or class. | As above and: <br> - Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. <br> - Add suffixes beginning with vowel letters to words of more than one syllable. <br> - Spell homophones and near homophones. <br> - Spell words containing the $/ \Lambda /$ sound spelt ou, e.g. young, touch, double <br> - Spell words with endings sounding like /zə/ e.g. treasure, enclosure, pleasure. <br> - Spell words with endings sounding like or /tfə/, e.g. creature, furniture, adventure. <br> - Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey <br> - Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought <br> - Identify and spell irregular plurals, e.g goose/ geese, woman/women, potato /es <br> - Use the first two letters of a word to check its spelling in a dictionary. <br> - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <br> - Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. | As above and: <br> - Form and use the four basic handwriting joins. <br> - Write legibly. |

