

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> - Revision of full stops and capital letters, commas, verbs, adverbs adjectives and nouns - To use conjunctions to extend sentences - To use prepositions for placement and time - To use pronouns to replace nouns - To identify and use correctly the present and past tense of verbs - To ensure the auxiliary verb and the main verb agree - To use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - To vary verbs using synonyms - To construct sentences using independent and dependent sentences - To use modifying adjectives to form noun phrases - To punctuate clauses accurately - To identify non-countable nouns - To use a wide range of prepositions to form noun phrases - To change statements into questions - To use fronted adverbials - To identify and use adverbs which do not end in 'ly' 	<ul style="list-style-type: none"> - To identify different word classes - To identify and use the present perfect and the past perfect tense - To identify and use multi-clause sentences - To use an apostrophe for contraction - To use regular and irregular plurals - To identify determiners - To use an apostrophe for possession - To use regular and irregular adjectives for comparison
Spelling	<ul style="list-style-type: none"> - To write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules - To use spelling knowledge to use a dictionary more efficiently 		
	<ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words of more than one syllable (doubling final consonant) - Adding suffixes beginning with vowel letters to words of more than one syllable (last syllable unstressed) - The prefix il - The prefix im - The prefix ir - The prefix sub- - The prefix inter- - The prefix anti- - The prefix auto- - The suffix -ation 	<ul style="list-style-type: none"> - The suffix -ally added to words ending in -ic - The suffix -ous when -our is changed to -or - The suffix -ous when e is kept after g - The suffix -ous after /i:/ sound spelt i - The suffix -ous after /i:/ sound spelt e - Endings that sound like /ʃən/ spelt -tion - Endings that sound like /ʃən/ spelt -ssion - Endings that sound like /ʃən/ spelt -ssion if the root word ends in -mit - Endings that sound like /ʃən/ spelt -sion if the root word ends in se - Endings that sound like /ʃən/ spelt -sion if the root word ends in d - Endings that sound like /ʃən/ spelt -cian if the root word ends in c or cs 	<ul style="list-style-type: none"> - Words with /eɪ/ sound spelt ei or eigh - Words with /eɪ/ sound spelt ey - Words ending with the /g/ sound spelt -gue - Words ending with the /k/ sound spelt -que - Words with the /s/ sound spelt sc - Words with /k/ sound spelt ch - Words with /ʃ/ sound spelt ch - Homophones and near-homophones
	To spell all of the Y3 and Y4 common exception words correctly		
Handwriting	<ul style="list-style-type: none"> - To increase the legibility, consistency and quality of their handwriting (e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency 		



PROGRESSION IN WRITING – YEAR 4



Planning, writing and editing	<ul style="list-style-type: none">- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures- To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader- To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion
Awareness of audience/ purpose and structure	<ul style="list-style-type: none">- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)- To write a range of narratives that are well- structured and well-paced- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere- To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear