

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



## PROGRESSION IN WRITING – YEAR 4



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