



	Year 3	Year 4
Vocabulary, grammar and punctuation	Word When teaching word objectives, check with Year 3 and 4 Spelling Sheet for spelling rules which may link (more examples of prefixes can be found on the spelling sheet). Revise and check Year 1, 2 and 3 terminology and ensure children understand grammatical terms such as a “suffix” before teaching word/spelling related objectives. Understand and use: 1. Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] 2. Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] 3. Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]	When teaching word objectives, check with Year 3 and 4 Spelling Sheet for spelling rules which may link (more examples of prefixes and suffixes can be found on the spelling sheet). Revise and check Year 1, 2, 3 and 4 terminology and ensure children understand grammatical terms such as a “pronoun” before teaching word/spelling related objectives. Understand and use: 1. The grammatical difference between plural and possessive –s 2. Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
	Sentence 1. Expressing time, place and cause using a. conjunctions [for example, <i>when, before, after, while, so, because</i>], b. adverbs [for example, <i>then, next, soon, therefore</i>], c. or prepositions [for example, <i>before, after, during, in, because of</i>]	1. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) 2. Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
	Text 1. Introduction to paragraphs as a way to group related material 2. Headings and sub-headings to aid presentation 3. Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	1. Use of paragraphs to organise ideas around a theme 2. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Punctuation 1. Introduction to inverted commas to punctuate direct speech	1. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] 2. Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] 3. Use of commas after fronted adverbials
	Terminology 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
Composition	Pupils should be taught to: 1. plan their writing by: a. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar b. discussing and recording ideas 2. draft and write by: a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) b. organising paragraphs around a theme c. in narratives, creating settings, characters and plot d. in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 3. evaluate and edit by: a. assessing the effectiveness of their own and others’ writing and suggesting improvements b. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 4. proof-read for spelling and punctuation errors 5. read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Handwriting	Independently: 1. 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. 2. Increase the legibility, consistency and quality of their handwriting [for example, 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].	
Transcription	Spelling Pupils should be taught to: 1. use further prefixes and suffixes and understand how to add them (English Appendix 1) 2. spell further homophones 3. spell words that are often misspelt (English Appendix 1) 4. place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls’, boys’</i>] and in words with irregular plurals [for example, <i>children’s</i>] 5. use the first two or three letters of a word to check its spelling in a dictionary 6. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	