

# Writing

## Grammar and Punctuation

- Develop their understanding of how spoken language differs from and can be represented in writing by:
- extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion
- using conjunctions, adverbs and prepositions to express time and cause (e.g. when, before, after, while, because, then, next, soon, so, during, in, because of)
- discussing dialogue in narratives or characters' language in drama
- Indicate grammatical and other features by:
- Introduction to punctuating direct speech
- Formation of nouns using a range of prefixes, such as super-, anti-, auto-
- Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)
- Word families based on common words
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)

## Terminology for pupils

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

## Spelling

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## Handwriting

- Increase the legibility 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

## Composition

- Plan their writing by:

- **discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary**
- **discussing and recording ideas**
- **Draft and write by:**
- **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures**
- **organising paragraphs around a theme**
- **in narrative texts, creating settings, characters and plot**
- **in non-narrative texts, using simple organisational devices such as headings and sub-headings**
- **using the perfect form of verbs to mark relationships of time and cause**
- **Evaluate and edit by:**
- **assessing the effectiveness of their own and others' writing and suggesting improvements e.g proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences**
- **Proof-read for spelling and punctuation errors**

**Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear**