

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
- choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- 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)
- using fronted adverbials
- discussing dialogue in narratives or characters' language in drama
- Indicate grammatical and other features by:
- using commas after fronted adverbials (e.g. Later that day, I heard bad news.)
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- standard forms of verb inflections instead of spoken forms (e.g. we were instead of we was, or I did instead of I done)
- 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
- Use of paragraphs to organise ideas around a theme
- 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, pronoun, possessive pronoun, adverbial

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**