



## Writing Expectations – Year 3/4

<i>Transcription</i>	<i>Composition</i>
<ul style="list-style-type: none"> <li>○ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>○ spell further homophones</li> <li>○ spell words that are often misspelt (English Appendix 1)</li> <li>○ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>○ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>○ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>○ plan their writing by:               <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>○ draft and write by:               <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>○ evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>○ proof-read for spelling and punctuation errors</li> </ul> </li> <li>○ 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.</li> </ul>

<i>Handwriting</i>	<i>Vocabulary, grammar and punctuation</i>
<ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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].</li> </ul>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>

## Vocabulary, Grammar and Punctuation Requirements for Y3

<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology</b>	<p>preposition conjunction word family, prefix</p> <p>clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>



## Vocabulary, Grammar and Punctuation Requirements for Y4

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> 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> ]
<b>Sentence</b>	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> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology</b>	determiner pronoun, possessive pronoun adverbial