



Handwriting objectives to be taught throughout the year...

Year 3/4 Programme of study (statutory requirement)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• 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).	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>



<p>Autumn 1 Buckle Up! Life's a Journey! Book: Adventures of Odysseus Tales from Africa (BHM)</p>	<p>Year 4 objectives</p>
<p>Recount (based on real experience)</p>	<ul style="list-style-type: none"> • Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features • Plan writing considering structure, vocab and grammar • Organise paragraphs around a theme • Evaluate and edit - ensuring agreement in the use of pronouns. • Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the...</i>
<p>Week 1 Exploring a text POR</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas
<p>Week 2 Exploring a text POR</p>	<p>draft and write by:</p> <ul style="list-style-type: none"> • 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 • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge



	<ul style="list-style-type: none">• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions
Week 3 Letter Writing (informal)	<ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly.• organising paragraphs around a theme• use language appropriate to the genre• use year 3 and 4 statutory spellings• use different openers to draw the reader in
Week 4 Diary Writing	<ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly.• using the present perfect form of verbs in contrast to the past tense• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• organising paragraphs around a theme• use language appropriate to the genre• use fronted adverbials• use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrase (e.g. the strict maths teacher with curly hair)
Week 5 Narrative (character and setting)	<ul style="list-style-type: none">• Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly.• organising paragraphs around a theme• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• extend sentences to more than one clause (e.g. who, which)• use interesting adjectives and adverbs



<p>Week 6 Story writing (myths)</p>	<ul style="list-style-type: none"> • Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly. • organising paragraphs around a theme • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • extend sentences to more than one clause (e.g. who, which) • use interesting adjectives and adverbs • use spellings with the prefix and suffixes un-, dis-, super-, anti-, auto-, -tion, -sion • punctuate speech correctly <p>edit writing by:</p> <ul style="list-style-type: none"> • proof reading vocabulary, spelling and punctuation errors
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<p>Autumn 2 Book: Leon and the Place Between (2 weeks) Into the Forest (3 weeks) Poetry- I'm Not a Performing Monkey (1 week)</p>	<p>Year 4 objectives</p>
<p>Week 1 Narrative (setting and atmosphere)</p>	<ul style="list-style-type: none"> • Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly. • organising paragraphs around a theme • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • articulate and justify answers, arguments and opinions <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p>



	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • extend sentences to more than one clause (e.g. who, which) • use interesting adjectives and adverbs
<p>Week 2 Persuasive writing</p>	<ul style="list-style-type: none"> • Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly. • organising paragraphs around a theme • use simple organisational devices [for example, headings and sub-headings] • use conjunctions (however, although, while, therefore) • use prepositions (before, after, during, in) • extend sentences to more than one clause (who, which) • use apostrophes for regular plurals and irregular plurals <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors
<p>Week 3 Instructional writing</p>	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • listen and respond appropriately to adults and their peers • use simple organisational devices [for example, headings and sub-headings] • use conjunctions (however, although, while, therefore) • use prepositions (before, after, during, in) • use adverbs (then, next, soon, therefore) • use brackets, dashes and commas to add extra information
<p>Week 4 Drama and role-play</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • use standard English • vary sentence length for effect
<p>Week 5 playscripts</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • use modal verbs to indicate possibility (might, should, will, must) • use inverted commas and other punctuation to indicate direct speech



	<ul style="list-style-type: none"> • Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly. • speak audibly and fluently with an increasing command of Standard English
<p>Week 6 Poetry (performance) Collections of poems on similar themes</p>	<ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • produce thoughtful, considered writing including figurative language, adjectives, adverbs and powerful verbs • choose language according to the genre

SPAG	Year 4 Autumn SPAG objectives
Word	The grammatical difference between plural and possessive –s
Word	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	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)
Sentence	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme
Text	Appropriate choice of pronoun or noun within sentences to aid cohesion and avoid repetition
Text	Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition



Punctuation	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>]
Punctuation	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]
Punctuation	Use of commas after fronted adverbials
Terminology	Determiner, pronoun, possessive pronoun, adverbial

Spring 1 Book: Arthur and the Golden Rope	Year 4 objectives
Recount (based on real experience)	<ul style="list-style-type: none"> • Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features • Plan writing considering structure, vocab and grammar • Organise paragraphs around a theme • Evaluate and edit - ensuring agreement in the use of pronouns. • Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i>
Week 1 Letter	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Demarcate sentences with full stops, capital letters, exclamation marks and question marks correctly. • organising paragraphs around a theme • use language appropriate to the genre • use year 3 and 4 statutory spellings • use different openers to draw the reader in



<p>Week 2 Story mapping and developing language</p>	<ul style="list-style-type: none">• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<p>Week 3 Debating</p>	<ul style="list-style-type: none">• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• use spellings with the prefix and suffixes un-, dis-, super-, anti-, auto-, -tion, -sion
<p>Week 4 Newspaper</p>	<p>plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none">• 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• use simple organisational devices [for example, headings and sub-headings]• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• using the present perfect form of verbs in contrast to the past tense• using conjunctions, adverbs and prepositions to express time and cause <p>evaluate and edit by:</p>



	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors
<p>Week 5 Narrative</p>	<p>draft and write by:</p> <ul style="list-style-type: none"> • 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 narratives, creating settings, characters and plot • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • use fronted adverbials • Punctuate speech <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors
<p>Week 6 Poetry (Kennings)</p>	<ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Analyse language used and its effectiveness • speak audibly and fluently with an increasing command of Standard English • produce thoughtful, considered writing including figurative language, adjectives, adverbs and powerful verbs • choose language according to the genre

<p>Spring 2 Book: Oliver and the Seawigs (5 Weeks), Jabberwocky (1 week)</p>	<p>Year 4 objectives</p>
<p>Week 1 Diary</p>	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use exclamation marks correctly (how or what) • using the present perfect form of verbs in contrast to the past tense



	<ul style="list-style-type: none">• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• organising paragraphs around a theme• use fronted adverbials• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using conjunctions, adverbs and prepositions to express time and cause
<p>Week 2 Explanation text (water cycle)</p>	<p>plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none">• 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• use simple organisational devices [for example, headings and sub-headings]• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• using the present perfect form of verbs in contrast to the past tense• using conjunctions, adverbs and prepositions to express time and cause <p>evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors
<p>Week 3 Descriptive writing (setting)</p>	<p>plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing words and phrases that capture the reader's interest and imagination <p>draft and write by:</p> <ul style="list-style-type: none">• 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 narratives, creating settings, characters and plot• Use fronted adverbials• Use vocabulary that excites the reader•



<p>Week 4 Research and planning (Deforestation)</p>	<ul style="list-style-type: none">• understand what they read, in books they can read independently, by:• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• plan their writing by:• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas•
<p>Week 5 Information leaflet (Deforestation)</p>	<ul style="list-style-type: none">• organising paragraphs around a theme• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]• indicating possession by using the possessive apostrophe with plural nouns• Use a range of conjunctions• Write in a formal style <p>evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors
<p>Week 6 Poetry (contrast classic and modern)</p>	<ul style="list-style-type: none">• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Analyse language used and its effectiveness• speak audibly and fluently• produce thoughtful, considered writing including figurative language, adjectives, adverbs and powerful verbs• choose language according to the genre <p>evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements



SPAG	Year 4 Spring SPAG objectives
Word	The grammatical difference between plural and possessive –s
Word	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	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)
Sentence	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme
Text	Appropriate choice of pronoun or noun within sentences to aid cohesion and avoid repetition
Text	Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition
Punctuation	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>]
Punctuation	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]



<p>Summer 1 Book: Egyptian Cinderella</p>	<p>Year 4 objectives</p>
<p>Recount (based on real experience)</p>	<ul style="list-style-type: none"> • Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features • Plan writing considering structure, vocab and grammar • Organise paragraphs around a theme • Evaluate and edit - ensuring agreement in the use of pronouns. • Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i>
<p>Week 1 Comparing traditional tales</p>	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
<p>Week 2 Creating and describing characters</p>	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • 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 narratives, creating settings, characters and plot • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
<p>Week 3 Narrative</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p>



	<ul style="list-style-type: none"> • 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 narratives, creating settings, characters and plot • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Punctuate speech correctly • Edit writing by correcting spelling and punctuation mistakes
<p>Week 4 Research (discovery of King Tut's tomb)</p>	<ul style="list-style-type: none"> • retrieve and record information from non-fiction • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas •
<p>Week 5 Journalistic writing</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • 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 non-narrative material, using simple organisational devices [for example, headings and sub-headings] • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Edit writing by correcting spelling and punctuation mistakes •
<p>Week 6 Poetry Riddles and rhymes (Haiku and rhyming couplets)</p>	<ul style="list-style-type: none"> • preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry [for example, free verse, narrative poetry] • identifying how language, structure, and presentation contribute to meaning



	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations • gain, maintain and monitor the interest of the listener(s)
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Summer 2 Book: The Time-Travelling Cat and the Egyptian Princess	Year 4 objectives
Week 1 Character description	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • 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 narratives, creating settings, characters and plot • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use pronouns to avoid repetition
Week 2 Diary writing	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors
Week 3 Letter to the author (formal)	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p>



	<ul style="list-style-type: none">• 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• indicating possession by using the possessive apostrophe with plural nouns• using conjunctions, adverbs and prepositions to express time and cause• evaluate and edit by:• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors
<p>Week 4 Playscript</p>	<ul style="list-style-type: none">• participate in discussions, presentations, performances, role play, improvisations• gain, maintain and monitor the interest of the listener(s)• preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• 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 narratives, creating settings, characters and plot• Use organisational devices such as brackets and colons
<p>Week 5 Playscripts and performing</p>	<ul style="list-style-type: none">• participate in discussions, presentations, performances, role play, improvisations• gain, maintain and monitor the interest of the listener(s)• preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• 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 narratives, creating settings, characters and plot• Use organisational devices such as brackets and colons
<p>Week 6 Poems in different forms (diamante and shape)</p>	<ul style="list-style-type: none">• preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• recognising some different forms of poetry [for example, free verse, narrative poetry]• identifying how language, structure, and presentation contribute to meaning• participate in discussions, presentations, performances, role play, improvisations• gain, maintain and monitor the interest of the listener(s)



SPAG	Year 4 Summer SPAG objectives
Punctuation	Use of commas after fronted adverbials
Terminology	Determiner, pronoun, possessive pronoun, adverbial
Varied	Focus on any learning objectives not mastered.

Spelling work for Year 3/4 Statutory requirements

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Pay special attention to the rules for adding suffixes.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The //ɪ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect



	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anticlockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
<p>The suffix -ation</p>	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>
<p>The suffix -ly</p>	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (1) If the root word ends in -y with a consonant letter before it,</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happy, angrily</p>



	<p>the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>gently, simply, humbly. Nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often</p>	



	<p>come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in



	in –s (i.e. is an irregular plural – e.g. children’s).	an s use the ’s suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s



accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Examples:

Business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.

Disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.

Understanding the relationships between words can also help with spelling. Examples:

- bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it.
- medicine is related to medical so the /s/ sound is spelt as c.
- opposite is related to oppose, so the schwa sound in opposite is spelt as o.