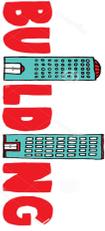




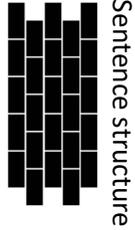
	Year 3	Year 4
 <b>Phonics Bug</b> Phonics & Whole word spelling	<ul style="list-style-type: none"> <li>To spell words with the 'ai' sound spelt 'eigh' or 'ey</li> <li>To spell sounds where 'y' sounds like 'i' such as gym</li> <li>To spell sounds where 'k' is spelt 'ch – chemist echo</li> <li>To spell words ending in the 'g' sound league and the 'k' sound spelt 'que such as antique</li> <li>To spell words with 'sh' sound spelt 'ch' such as chef</li> <li>To spell words ending with the 'zher' sound spelt sure such as measure, treasure, pleasure</li> <li>To spell words ending with the 'cher' sound spelt with 'ture' such as creature, picture, adventure</li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the 'shuhn' ending spelt with 'sion' (if the root word ends in 'se' or 'd' e.g. division, confusion, decision</li> <li>To spell words with a 'shuhn' sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit' e.g. expression, discussion, admission</li> <li>To spell words with a 'shuhn' sound spelt with tion (if the root word ends in 'te' or 't' or has no definite root e.g. invention, action</li> <li>To spell words with a 'shuhn' sound spelt 'cian' (if the root word ends in 'c' or 'cs musician, electrician</li> <li>To spell words with the 's' sound spelt /sc/ science, discipline, fascinate</li> </ul>
 BUILDING Other word building spell	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (as reading)</li> <li>Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Use the first of 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to use them</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>



 <p>Text structure</p>	<p><b>Fiction</b> Plan opening around – character, setting, time of day and type of weather</p> <p><u>Paragraphs</u> – to organise ideas into each story part</p> <p>Extended vocabulary – to introduce the five parts of a story <u>Introduction</u> – Should include detailed description of setting or characters <u>Build-up</u> – build in some suspense towards the problem or dilemma <u>Problem/Dilemma</u> – Include the detail of action and dialogue <u>Resolution</u> – Should link with the problem <u>Ending</u> - Clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Non-Fiction</b> <u>Introduction</u> Develop hook to introduce and tempt the reader in e.g. Who...? What...? Where...? When...? How...? Why...? <u>Middle section(s)</u> Group related ideas/facts into paragraphs Sub-headings to introduce sections/paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow Diagram <u>Ending</u> Personal response Extra information/reminders e.g. information boxes/five amazing facts Wow comment</p>	<p><b>Fiction</b> Consolidate Year 3 List <u>Introduce</u> – planning tools (story map, story grids, story mountain etc) <u>Plan opening</u> – description action <u>Paragraphs</u> – Organise each part of a story to indicate a change in place or jump in time</p> <p><u>Develop</u> – 5 Parts to a story – Introduction, build-up, problem, resolution, ending (Make clear distinction between the resolution and the ending. The ending should include a reflection on events or the characters)</p> <p><b>Non-Fiction</b> <u>Paragraphs</u> to organise ideas around a theme. Logical organisation. Group related paragraphs. Develop use of a topic sentence. Link information within paragraphs with a range of connectives Use of bullet points and diagrams</p> <p><u>Introduction:</u> <u>Middle section(s)</u> <u>Ending</u></p> <p>Ending should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion.</i></p>
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	<p>Use of the perfect form of verb to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said</i> Use of the present perfect instead of simple past – <i>He has left his hat behind</i>, as opposed to, <i>He left his hand behind</i>.</p>	
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Sentence structure

Introduce:

Types of sentences:

- Vary long and short sentences
- Embellished simple sentences
- Compound sentences
- Developing complex sentences (subordination)
- Drop in relative clause using who/whom/which/whose/that
- Sentence of 3 for description
- Pattern of 3 for persuasion

Vary long and short sentences

*Long sentences* – To add description or information

*Short sentences* - For emphasis and making key points e.g. Sam was really unhappy. Visit the farm now!

Embellished simple sentences

*Adverb starters to add detail* - e.g. carefully, she crawled along the floor of the cave...

Amazingly small insect can...

*Adverbial phrases* used as 'where', 'when' or 'how' starter (fronted adverbials) *A few days ago, we discovered a hidden box.*

*At the back of the eye, is a retina. In a strange way, he looked at me.*

*Prepositional phrases to place the action:* on the mat; behind the tree; in the air.

Compound sentences (Co-ordination)

Using connectives – and/but/or/so/for/not/yet (coordinating conjunctions)

Introduce:

Types of sentences:

- Long and short sentences
- Start with a simile
- Secure use of compound sentences
- Develop complex sentences (subordination)
- 'ed' clauses as starters
- Expanded 'ing' clauses as starters
- Drop in 'ing' clause
- Sentence of 3 for action
- Repetition to persuade
- Dialogue

Long and short sentences

Long sentences to enhance description or information

Short sentences to move events of quickly e.g. It was midnight. It's great fun!

Start with a simile

e.g. As curved as a ball, the moon shone brightly in the night sky.

Like a wailing cat, the ambulance screamed down the road.

Secure use of a compound sentence (coordination)

Using coordinating conjunctions – and/or/but/so/for/not/yet

Developing complex sentences (subordination)

Main and subordinate clause with a range of subordinating conjunctions

'ed' clauses as starters e.g.

Frightened, Tom ran straight home to avoid being caught.

Exhausted, the Roman soldier collapsed at the post.



	<p><u>Developing complex sentences (subordination)</u> With a range of subordinating conjunctions -ing clauses as starters e.g. <b>Sighing</b>, the boy finished his homework. <b>Grunting</b>, the pig lay down to sleep.</p> <p><u>Drop in a relative clause using who/whom/which/whose</u> The girl, <b>whom</b> I remember, had long black hair. The boy, <b>whose</b> name is George, thinks he is very brave. The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular attraction.</p> <p><u>Sentence of 3 for description</u> The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p><u>Pattern of 3 for persuasion</u> Visit, Swim, Enjoy!</p>	<p><u>Expanding 'ing' clauses as starters e.g.</u> Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><u>Drop in 'ing' clause e.g.</u> Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses</p> <p><u>Sentence of 3 for action</u> Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed their food, loved marching but hated the weather.</p> <p><u>Repetition to persuade e.g</u> Find us to find fun!</p> <p><u>Dialogue (verb + adverb)</u> 'Hello,' she whispered shyly.</p>
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 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word construction</p>	<p><u>Prepositions:</u> Next to, by the side of, in front of, during, through, throughout, because of</p> <p><u>Powerful verbs</u> Stare, tremble, slither</p> <p><u>Boastful language</u> e.g. magnificent, unbelievable, exciting!</p> <p><u>More specific/technical vocabulary to add detail</u> e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately Drop of rain pounded on the corrugated, tin roof.</p> <p><u>Nouns formed from prefixes</u> e.g. auto...super...anti</p> <p><u>Word families based on common words</u> e.g. teacher/teach, beauty/beautiful</p> <p><u>Use of determiners a or an according to whether the next word begins with a vowel</u> A rock An open box</p>	<p><u>Prepositions:</u> At, underneath, since, towards, beneath, beyond</p> <p><u>Conditionals</u> Could, should, would</p> <p><u>Comparative and superlative</u> Adjectives e.g. small, smaller, smallest/ good, better, best</p> <p><u>Proper nouns</u> Refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p><u>The grammatical difference between plural and possessive</u> -s</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were, instead of we was, or I did instead of I done)</p>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Oracy</p>	<ul style="list-style-type: none"> <li>• Begin to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>

 <p>Planning Writing</p>	<ul style="list-style-type: none"> <li>• Beginning to use ideas from their own reading and modelled examples to plan their writing</li> <li>• To compose and rehearse sentences orally (including dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas around a theme</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
 <p>Drafting Writing</p>	<ul style="list-style-type: none"> <li>• To begin to organise their writing into paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices</li> </ul>
 <p>Editing Writing</p>	<ul style="list-style-type: none"> <li>• To proofread their own work for errors (with increasing accuracy) and to make improvements (using red pen to adjust)</li> <li>• To proofread others work for errors (with increasing accuracy) and to make improvements (using red pen to adjust)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess 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>• Proofread for spelling and punctuation errors</li> </ul>
<p>Handwriting</p> 	<ul style="list-style-type: none"> <li>• Handwriting is legible and fluent</li> <li>• Choosing the right implement that is best suited for the task</li> <li>• Using further organisational features (heading, bullet points and underlining)</li> <li>• To choose which shape of a letter to use when joining or not joining or when not to join specific letters</li> <li>• TNT/BBC terminology used and adhered to (Martin Harvey)</li> <li>• Clear use of solid lines and dotted lines in most work</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting is legible and fluent</li> <li>• Choosing the right implement that is right for the task.</li> <li>• Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining etc)</li> <li>• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>
 <p>Punctuation</p>	<ul style="list-style-type: none"> <li>• Begin to punctuate direct speech (inverted commas)</li> <li>• Begin to indicate grammatical and other features by indicating possession by using the possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Using commas are fronted adverbials</li> <li>• Indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• Using and punctuating direct speech (including punctuation within the surrounding the inverted commas)</li> </ul>

<p>Grammar</p>	<ul style="list-style-type: none"> <li>• Begin to use the present perfect forms of verbs in contrast to the past tense</li> <li>• Form nouns using prefixes (super, anti)</li> <li>• Use the correct for of 'a' and 'an'</li> <li>• Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• Using fronted adverbials</li> <li>• Difference between plural and possessive 's'</li> <li>• Standard English verb inflections (I did vs I done)</li> <li>• Extended noun phrases, including word prepositions</li> <li>• Appropriate choice of pronoun or noun to create cohesion</li> </ul>
<p>Terminology</p>	<ul style="list-style-type: none"> <li>• Adverb</li> <li>• Preposition</li> <li>• Conjunction</li> <li>• Word family</li> <li>• Prefix</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Direct speech</li> <li>• Consonant</li> <li>• Consonant letter vowel</li> <li>• Vowel letter</li> <li>• Inverted commas – speech marks</li> </ul>	<ul style="list-style-type: none"> <li>• Determiner</li> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> </ul>