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| **As taken from the National Curriculum** | **In summarised form** |
| • spell words that are often misspelt (Appendix 1) | Spell words which are often misspelt from the Y3-4 list |
| • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | Use the possessive apostrophe accurately with plurals |
| • use the first 2 or 3 letters of a word to check its spelling in a dictionary | Use a dictionary to check a spelling |
| • 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 | Use appropriate handwriting joins, including choosing unjoined letters |
| • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Adopt the features of existing texts to shape own writing |
| • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Build sentences with varied vocabulary and structures |
| • organising paragraphs around a theme | Organise paragraphs around a theme |
| • in narratives, creating settings, characters and plot | Develop detail of characters, settings and plot in narratives |
| • in non-narrative material, using simple organisational devices (headings & subheadings) | Use simple organisational devices in non-fiction |
| • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Suggest improvements to grammar and vocabulary |
| • proofread for spelling and punctuation errors | Proofread own work for spelling and punctuation errors |
| • 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. | Read aloud using appropriate intonation, tone and volume |
| • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | Use a range of conjunctions to extend sentences with more than one clause |
| • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Choose nouns and pronouns for clarity and cohesion |
| • using conjunctions, adverbs and prepositions to express time and cause (and place) | Use conjunctions, adverbs and prepositions to express time, cause & place |
| • using fronted adverbials | Use fronted adverbials |
| • difference between plural and possessive -s | Understand the difference between plural and possessive '-s' |
| • Standard English verb inflections (I did vs I done) | Recognise and use standard English verb inflections |
| • extended noun phrases, including with prepositions | Use extended noun phrases, including with prepositions |
| • using and punctuating direct speech (including punctuation within and surrounding inverted commas) | Use and punctuate direct speech correctly |

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| **As taken from the National Curriculum** | **In summarised form** |
| • spell some words with ‘silent’ letters | Spell some words with silent letters |
| • continue to distinguish between homophones and other words which are often confused | Recognise and use spellings for homophones and other often-confused words |
| • use dictionaries to check the spelling and meaning of words | Use a dictionary to check spelling and meaning |
| • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Identify the audience and purpose before writing, and adapt accordingly |
| • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Select appropriate grammar and vocabulary to change or enhance meaning |
| • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | Develop setting, atmosphere and character, including through dialogue |
| • précising longer passages | Précis longer passages |
| • using a wide range of devices to build cohesion within and across paragraphs | Use a range of cohesive devices |
| • using further organisational and presentational devices to structure text and to guide the reader | Use advanced organisational and presentational devices |
| • ensuring the consistent and correct use of tense throughout a piece of writing | Use the correct tense consistently throughout a piece of writing |
| • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | Ensure correct subject and verb agreement |
| • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Perform compositions using appropriate intonation, volume and movement |
| • use a thesaurus | Use a thesaurus |
| • using expanded noun phrases to convey complicated information concisely | Use expanded noun phrases to convey complicated information concisely |
| • using modal verbs or adverbs to indicate degrees of possibility | Use modal verbs or adverbs to indicate degrees of possibility |
| • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | Use relative clauses |
| • converting nouns or adjectives into verbs | Convert nouns or adjectives into verbs |
| • devices to build cohesion, including adverbials of time, place and number | Use adverbials of time, place and number for cohesion |
| • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | Recognise vocabulary and structures that are appropriate for formal use |
| • using passive verbs to affect the presentation of information in a sentence | Use passive verbs to affect the presentation of information |
| • using the perfect form of verbs to mark relationships of time and cause | Use the perfect form of verbs to mark relationships of time and cause |
| • differences in informal and formal language | Recognise difference in informal and formal language |
| • further cohesive devices such as grammatical connections and adverbials | Use grammatical connections and adverbials for cohesion |
| • use of ellipsis | Use ellipsis |
| • using commas to clarify meaning or avoid ambiguity in writing | Use commas to clarify meaning or avoid ambiguity |
| • using brackets, dashes or commas to indicate parenthesis | Use brackets, dashes and commas to indicate parenthesis |
| • using hyphens to avoid ambiguity | Use hyphens to avoid ambiguity |
| • using semicolons, colons or dashes to mark boundaries between independent clauses | Use semi-colons, colons and dashes between independent clauses |
| • using a colon to introduce a list | Use a colon to introduce a list |
| • punctuating bullet points consistently | Punctuate bullet points consistently |