



Year 3 and 4 Writing National Curriculum			
<p><b>Transcription: Spelling</b> See <a href="#">English Appendix 1</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (<a href="#">English Appendix 1</a>)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (<a href="#">English Appendix 1</a>)</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>		
<p><b>Transcription: Handwriting</b></p>	<p><b>Pupils should be taught to:</b></p> <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><b>Composition</b> See <a href="#">English Appendix 2</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan</b> 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>• <b>Draft</b> and <b>write</b> 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 (<a href="#">English Appendix 2</a>)</li> <li>* organising paragraphs around a theme. <a href="#">Appendix 2 wording for: Year 3 - 'Introduction to paragraphs as a way to group related material.'</a> Year 4 – 'Use of paragraphs to organise ideas.'</li> <li>* in narratives, creating settings, characters and plot. (<i>Further note: This is objective is broken down across the year to give each narrative a focus.</i>)</li> <li>* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• <b>Evaluate</b> and <b>edit</b> 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> </ul> </li> <li>• <b>Proof-read</b> for spelling and punctuation errors</li> <li>• <b>Read aloud</b> 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>		
<p><b>Vocabulary, grammar and punctuation</b> See <a href="#">English Appendix 2</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <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 <a href="#">Appendix 2 states, '...within and across sentences...'</a></li> <li>* using conjunctions, adverbs and prepositions to express time, place and cause See National Curriculum Glossary for definitions and examples.</li> <li>* using fronted adverbials</li> <li>* learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> </ul> </li> <li>• Indicate grammatical and other features by: <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 <a href="#">Appendix 2 wording for: Year 3 - 'Introduction to inverted commas to punctuate direct speech.'</a> Year 4 – 'Use of inverted commas and other punctuation to indicate direct speech.'</li> </ul> </li> <li>• Use and understand the grammatical <b>terminology</b> in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</li> </ul>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b><a href="#">Additional detail mentioned in Appendix 2</a></b></p> <ul style="list-style-type: none"> <li>* Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]</li> <li>* Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>* <b>Terminology:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b><a href="#">Additional detail mentioned in Appendix 2</a></b></p> <ul style="list-style-type: none"> <li>* Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>* <b>Terminology:</b> determiner, pronoun, possessive pronoun, adverbial</li> </ul> </td> </tr> </table>	<p style="text-align: center;"><b><a href="#">Additional detail mentioned in Appendix 2</a></b></p> <ul style="list-style-type: none"> <li>* Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]</li> <li>* Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>* <b>Terminology:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul>	<p style="text-align: center;"><b><a href="#">Additional detail mentioned in Appendix 2</a></b></p> <ul style="list-style-type: none"> <li>* Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>* <b>Terminology:</b> determiner, pronoun, possessive pronoun, adverbial</li> </ul>
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## Year 4 Writing LTP

### Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<b>Class Text</b>	Roman Tales														
<b>Writing Outcome</b>	Teacher discretion	Fiction Loosing Story			Non Fiction Explanation			Teacher discretion	Fiction Beating the monster story			Non Fiction Information			Teacher Discretion
<b>Writing Hook</b>		Extract from 'Escape from Pompei' (TWS)			Why do volcanoes erupt? (Geography topic)				Firework makers daughter extract (When she beats Razvani)			Roman Empire (History Topic)			
<b>Composition</b>		<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in narratives, creating settings, characters and plot.</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> </ul>			<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in non-narrative material, using simple organisational</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> </ul>				<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in narratives, creating settings, characters and plot. (</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>			<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in non-narrative material, using simple organisational</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>			

Vocabulary Grammar Punctuation		<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>		<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using fronted adverbials</li> <li>Use paragraphs to organise ideas.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	
	Ongoing discrete skills	<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</li> <li>Standard English forms for verb inflections instead of local spoken forms</li> </ul>					

**Spring term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Class Text	The Boy Who Cried Horse/Greek Myths											
Writing Outcome	Haiku Poetry	Fiction Fantasy story			Non Fiction Information		Fiction Warning story			Non Fiction Persuasion		Teacher Discretion
Writing Hook	Spring	Extract from Who Let the Gods Out			Ancient Greeks (History Topic)		The boy who cried horse			TWS - holiday brochure Visit Athens		
Composition	<b>Plan</b> their writing by: <ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul> <b>Draft and write</b> by: <ul style="list-style-type: none"> <li>composing and rehearsing</li> </ul>	<b>Plan</b> 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> <b>Draft and write</b> 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</li> </ul>			<b>Plan</b> 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> <b>Draft and write</b> by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building</li> </ul>		<b>Plan</b> 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> <b>Draft and write</b> 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</li> </ul>			<b>Plan</b> 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> <b>Draft and write</b> by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building</li> </ul>		

	sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot.</li> </ul> <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	a varied and rich vocabulary and an increasing range of sentence structures <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational</li> </ul> <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot.</li> </ul> <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	a varied and rich vocabulary and an increasing range of sentence structures <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational</li> </ul> <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>		
<b>Vocabulary</b> <b>Grammar</b> <b>Punctuation</b>	<ul style="list-style-type: none"> <li>Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using fronted adverbials</li> <li>Use paragraphs to organise ideas.</li> <li>Using and punctuating direct speech.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using fronted adverbials</li> <li>Use paragraphs to organise ideas.</li> <li>Using and punctuating direct speech.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>		
<b>Ongoing discrete skills</b>	<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 <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting</li> <li>Standard English forms for verb inflections instead of local spoken forms</li> </ul> </li> </ul>						

**Summer term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>Class Text</b>	<b>Shackleton's Journey/Trapped in Ice</b>													
<b>Writing Outcome</b>	<b>List Poetry</b>	<b>Fiction</b> Journey story			<b>Non Fiction</b> Recount (Biography of Shackleton)			<b>Fiction</b> Suspense story			<b>Non Fiction</b> Discussion		<b>Teacher Discretion</b>	
<b>Writing Hook</b>		<b>Ice Trap</b>			<b>Documentary on Shackleton</b>			<b>Dracula's Whitby (Literacy Shed video)</b>			<b>Should Zoos be banned?</b>			

<p><b>Composition</b></p>	<p><b>Plan</b> their writing by:</p> <ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul> <p><b>Draft and write</b> by:</p> <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</li> </ul>	<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in narratives, creating settings, characters and plot.</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in non-narrative material, using simple organisational</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in narratives, creating settings, characters and plot.</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>	<p><b>Plan</b> their writing by:</p> <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> <p><b>Draft and write</b> by:</p> <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</li> <li>in non-narrative material, using simple organisational</li> </ul> <p><b>Evaluate and edit</b> by:</p> <ul style="list-style-type: none"> <li><b>Proof-read</b> for spelling and punctuation errors.</li> <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> </ul>		
<p><b>Vocabulary</b> <b>Grammar</b> <b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using fronted adverbials</li> <li>Use paragraphs to organise ideas.</li> <li>Using and punctuating direct speech.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use paragraphs to organise ideas.</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<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>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using fronted adverbials</li> <li>Use paragraphs to organise ideas.</li> <li>Using and punctuating direct speech.</li> </ul>	<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 conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>		
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