



St William of York Catholic Primary School

Progress in Skills and Knowledge: English: Writing.



Skills/Knowledge	Year 3	Year 4
<p>Vocabulary, grammar and punctuation.</p>	<p>Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if, because, although, while, since, until, before, after, so. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Explore and collect nouns with prefixes super, anti, auto.</p>	<p>As Year 3 and: Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>

<p style="text-align: center;">Composition.</p>	<p>Planning. Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Drafting and writing. Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and subheadings to organise information.</p> <p>Evaluating and Editing. Proofread to check for errors in spelling, grammar and punctuation in their own and others' writing. Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p> <p>Performing Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>As Year 3 and:</p> <p>Planning. Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p> <p>Drafting and Writing. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagrams and lists. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Evaluating and Editing Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation.</p> <p>Performing Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>
		<p>Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and</p>

<p>Spelling.</p>	<p>understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the // sound spelt ou, e.g. young, touch, double. Spell words with endings sounding like /, / e.g. treasure, enclosure, pleasure. Spell words with endings sounding like or /t□, /, e.g. creature, furniture, adventure. Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey. Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought. Identify and spell irregular plurals, e.g. goose/geese, woman/women, potato /es</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</p>	<p>Use further prefixes, e.g. in- , im- ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Use further suffixes, e.g. -ation, - tion, -ssion, -cian.</p> <p>Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.</p> <p>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.</p> <p>Identify and spell words with the /tʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.</p> <p>Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique.</p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.</p> <p>Understand how diminutives are formed using e.g. suffix - ette and prefix mini-.</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb).</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</p> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</p>
<p>Handwriting.</p>	<p>Form and use the four basic handwriting joins. Write legibly.</p>	<p>As Y3 and: Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and</p>

equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year Three Word Lists.

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	Forward (s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion (ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year Four Word Lists.

appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	