

Vocabulary, Grammar and Punctuation	1. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
	2. using the present perfect form of verbs in contrast to the past tense
	3. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	4. using conjunctions, adverbs and prepositions to express time and cause
	5. using fronted adverbials
	6. learning the grammar for years 3 and 4 in English Appendix 2
	7. using commas after fronted adverbials
	8. indicating possession by using the possessive apostrophe with plural nouns
	9. using and punctuating direct speech
	10. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Composition	11. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	12. discussing and recording ideas
	13. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	14. organising paragraphs around a theme
	15. in narratives, creating settings, characters and plot
	16. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	17. assessing the effectiveness of their own and others' writing and suggesting improvements
	18. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	19. Proof-read for spelling and punctuation errors
	20. Read aloud 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
Transcription	21. use further prefixes and suffixes and understand how to add them
	22. spell further homophones
	23. spell words that are often misspelt
	24. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	25. use the first two or three letters of a word to check its spelling in a dictionary
	26. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	27. 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
	28. 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]