

## WRITING

### TRANSCRIPTION

**Spelling (see Appendix 1)**

**Pupils should be taught to:**

	<b>Y3 1</b>	<b>Y3 2</b>	<b>Y3 3</b>	<b>Y4 1</b>	<b>Y4 2</b>	<b>Y4 3</b>
use further prefixes and suffixes and understand how to add them (Appendix 1)						
spell further homophones						
spell words that are often misspelt (Appendix 1)						
use the first two or three letters of a word to check its spelling in a dictionary						
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.						

### HANDWRITING

**Pupils should be taught to:**

	<b>Y3 1</b>	<b>Y3 2</b>	<b>Y3 3</b>	<b>Y4 1</b>	<b>Y4 2</b>	<b>Y4 3</b>
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						
increase the legibility, consistency and quality of their handwriting, e.g. 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.						

**COMPOSITION**

**Pupils should be taught to:**

- **plan their writing by:**

	<b>Y3 1</b>	<b>Y3 2</b>	<b>Y3 3</b>	<b>Y4 1</b>	<b>Y4 2</b>	<b>Y4 3</b>
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary						
discussing and recording ideas						

- **draft and write by:**

	<b>Y3 1</b>	<b>Y3 2</b>	<b>Y3 3</b>	<b>Y4 1</b>	<b>Y4 2</b>	<b>Y4 3</b>
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)						
organising paragraphs around a theme						
in narratives, creating settings, characters and plot						
in non-narrative material, using simple organisational devices such as headings and sub-headings						

- **evaluate and edit by:**

	<b>Y3 1</b>	<b>Y3 2</b>	<b>Y3 3</b>	<b>Y4 1</b>	<b>Y4 2</b>	<b>Y4 3</b>
assessing the effectiveness of their own and others’ writing and suggesting improvements						
proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences						
proof-read for spelling and punctuation errors						

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**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.**