

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> <li>• Spell <b>most</b> of the Year Three/ Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i></li> <li>• To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</li> <li>• To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>• To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</li> <li>• To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <b>most</b> of the Year Three/ Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i></li> <li>• To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero,</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <b>all</b> of the Year Three/ Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i></li> </ul>

	<ul style="list-style-type: none"> <li>• e.g. musician, electrician, magician, politician, mathematician).</li> <li>• To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).</li> </ul>	<p>autograph, antisocial, intercity, exchange, nonsense).</p> <ul style="list-style-type: none"> <li>• To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</li> <li>• To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>• To use their spelling knowledge to use a dictionary more efficiently.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Use joined writing with increased accuracy.</li> <li>• Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Always start at the margin and leave a line between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate size of letters, their alignment to the writing line and have adequate spaces between each word.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to be consistent in handwriting.</li> <li>• Strive towards a pen licence.</li> <li>• Use handwriting expectations across all subjects.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Use ideas from their own reading and modelled examples to plan their writing.</li> <li>• Proofread consistently their own and others' work to check for errors and to make improvements.</li> <li>• Compose and rehearse sentences orally (including dialogue).</li> <li>• Draft, redraft and edit their writing.</li> <li>• Organise their writing into paragraphs around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue consolidating from Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>• Use bullet points, headings, subheadings and columns if appropriate.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use the subordinating conjunctions 'because', 'when', 'that', 'until', 'since', 'even though', 'after' and 'if' to add more information to a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use future tense consistently throughout a piece of writing.</li> <li>• Maintain an accurate tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard English verb inflections accurately. E.g. <i>'We were' rather than 'we was', 'I did' rather than 'I</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Use present and past tenses consistently throughout a piece of writing.</li> <li>• Recognise and use coordinating conjunctions (for, and, nor, but, or, yet, so).</li> <li>• Use expanded noun phrases. Add two adjectives before a noun or an adjectival phrase after the noun. E.g. The old, bearded wizard with square glasses.</li> <li>• Use adverbs and adverbials to detail when, why, how and where a verb happened.</li> <li>• Identify pronouns and use them in writing.</li> <li>• Use figurative language (onomatopoeia, alliteration, simile, rhyme, repetition and emotion).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use metaphors in their writing.</li> </ul>	<p><i>done' and 'I should have' rather than 'I should of'.</i></p>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Use inverted commas for speech.</li> <li>• Use capital letters, full stops, question marks, exclamation marks and commas for lists with accuracy.</li> <li>• Begin to use commas after subordinate clauses when they are placed at the start of a sentence.</li> <li>• Use a comma after simple fronted adverbials.</li> <li>• Use apostrophes for contractions and possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>• Use apostrophes for plurals.</li> <li>• Use apostrophes for it's/ its correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</li> </ul>