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| Homework – Oxhey First School | Biddulph | StaffordshireSpelling | Handwriting Writing Overview Years 3 and 4 |
| Year 3 | Year 4 | Year 3 | Year 4 |
| 1. **To use the first two or three letters of a word to check its spelling in a dictionary.**
2. **To spell words where y is pronounced /i/** e.g. myth.
3. **To spell words where ch is pronounced /k/** e.g. scheme, **/sh/** e.g. chef.
4. **To spell words ending in gue, pronounced /g/** e.g. league **and que pronounced /k/** e.g. unique.
5. **To spell words where sc is pronounced /s/** e.g. science.
6. **To spell words where ou is pronounced /^/** e.g. young.
7. **To spell words ending in –sure.**
8. **To spell words ending in –sion-tion, -ssion.**
9. **To spell words with ei, eigh and ey.**
10. **To spell words that are often misspelt (English Appendix 1).**
11. **To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list).**
12. **To place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]**
13. To know the grammatical difference between plural and possessive –s.
14. To know what is meant by homophones.
15. **To spell further homophones**

Accept/except brake/breakGrate/great grown/groanPeace/piece scene/seenWeather/whether fair/fareOur/are1. **To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list)** e.g. dis, super-, -sure, in-, il-, im-, -ation, -ous, -ssion, -sion, re-, -ly(Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).
2. To use knowledge of root words to apply prefixes and suffixes
3. **To add suffixes beginning with vowel letters to words with more than one syllable** e.g. forgetting.
4. **To apply spelling rules and guidance, as listed in English Appendix 1**
5. **To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**
 | 1. **To use the first two or three letters of a word to check its spelling in a dictionary.**
2. **To spell words ending in –ture.**
3. **To spell words ending in –sion and –cian.**
4. **To spell words that are often misspelt (English Appendix 1)**
5. **To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list).**
6. **To place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]**
7. To know the grammatical difference between plural and possessive –s including irregular words, e.g. child –children.
8. **To spell further homophones**

Affect/effect ball/bawlBerry/ bury here/hearHeel/heal/ he’llKnot/not mail/maleMane/main meat/meetMedal/meddle missed/mistPlain/plane Whose/who’sRain/rein/reign1. **To use further prefixes and suffixes and understand how to add them (English Appendix 1)** e.g. mis, sub-, inter-, -ture, -cian, -ir-, -ally, anti-, auto-(Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).
2. To use knowledge of root words to apply prefixes and suffixes to make a greater range of words.
3. **To apply spelling rules and guidance, as listed in English Appendix 1.**
4. **To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**
 | 1. To build muscle strength, enabling writing at length.
2. **To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].**
3. **To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.**
4. To form and use the four basic handwriting joins consistently.
 | 1. To continue to build muscle strength, enabling comfortable writing at length.
2. **To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].**
3. To develop my own handwriting style.
4. **To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined**
5. To use a joined style throughout my independent writing.
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| Composition | Vocabulary, Grammar and Punctuation |
| Year 3 | Year 4 | Year 3 | Year 4 |
| 1. **To plan their writing.**
2. **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
3. **To discuss and record ideas** for planning using a range of formats e.g. story maps, flow charts etc.
4. **To draft and write.**
5. **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).**
6. **To recognise and use simple & compound sentences and am beginning to use complex sentences.**
7. **To organise paragraphs around a theme** (as a way to group related material).
8. **To create settings, characters and plot in narrative writing.**
9. **To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.**
10. To use powerful verbs.
11. To select, generate and effectively use adverbs.
12. **To evaluate and edit.**
13. **To assess the effectiveness of their own and others’ writing and suggesting improvements.**
14. To say how own and others’ writing could be improved.
15. **To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors** in own and others’ writing.
16. To improve writing from self and peer assessment.
17. **To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**
 | 1. **To plan their writing.**
2. **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
3. **To discuss and record ideas** e.g. story mountain, text map.
4. **To draft and writing.**
5. **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)**
6. **To organise paragraphs around a theme** in fiction and non-fiction texts
7. **To create settings, characters and plot in narrative writing.**
8. To understand that writing can be third or first person
9. **To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.**
10. To use adverbs and adverbials.
11. **To evaluate and edit**
12. **To assess the effectiveness of their own and others’ writing and suggesting improvements**
13. **To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors.**
14. **To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear** with increasing confidence.
 | 1. **To learn the grammar for years 3 and 4 in English Appendix 2.**
2. **To form nouns using a range of prefixes (for example super-, anti-, auto-).**
3. **To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]**
4. **To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.**
5. To use pronouns accurately in sentences.
6. To begin to use 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)was/were.
7. **To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although**
8. To use and recognise nouns, adjectives and adjectival phrases.
9. To explore and identify main and subordinate clauses in complex sentences.
10. To explore, identify and create complex sentences using a range of conjunctions.
11. **To express time, place and cause using conjunctions (for example, when, before, after, while, so, because).**
12. **To express time, place and cause using adverbs (for example, then, next, soon, therefore).**
13. **To express time, place and cause using prepositions (For example, before, after, during, in, because of).**
14. **To use paragraphs as a way to group related material.**
15. **To use headings and subheadings to aid presentation.**
16. **To use the present perfect form of verbs in contrast to the past tense.**
17. **To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.**
18. **To indicate grammatical and other features.**
19. **To use and punctuate direct speech with inverted commas.**
20. To put new speech on a new line.
21. **To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:**
22. **Preposition**
23. **Conjunction**
24. **word family**
25. **prefix**
26. **clause**
27. **subordinate clause**
28. **direct speech**
29. **consonant**
30. **consonant**
31. **letter vowel**
32. **vowel letters**
33. **inverted commas (or ‘speech marks’).**
 | 1. **To learn the grammar for years 3 and 4 in English Appendix 2.**
2. **To know the grammatical difference between plural and possessive –s.**
3. **To use 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)**
4. To use the possessive pronouns, yours, mine, theirs, ours, hers, its
5. **To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *The strict maths teacher with curly hair*)**
6. To explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.
7. To use adverbs to modify verbs
8. **To use fronted adverbials**
9. To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
10. To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action and for where e.g. In the distance, a lone wolf howled
11. **To use paragraphs to organise ideas around a theme**
12. **To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition**
13. **To indicate grammatical and other features**
14. **To use commas after fronted adverbials**
15. **To indicate possession by using the possessive apostrophe with plural nouns [for example, the girl’s name, the girls’ names]**
16. **To use inverted commas & other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]**
17. To use commas to mark clauses in complex sentences.
18. **To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**
19. **Determiner**
20. **Pronoun**
21. **possessive pronoun**
22. **adverbial**
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Genres of Writing

|  |  |  |
| --- | --- | --- |
| Narrative | Non-Fiction | Poetry |
| Adventure stories **(Year 3 and Year 4)**Stories with familiar settings / Alternative Versions **(Year 3 and Year 4)**Stories set in an imaginary world **(Year 3 and Year 4)**Extended Stories **(Year 3 and Year 4)** | Non-Chronological Reports **(Year 3 and Year 4)**Instructions **(Year 3)**Recounts **(Year 3 and Year 4)**Diary Entries **(Year 3 and Year 4)**Explanation Texts **(Year 3 and Year 4)**Letters/informal **(Year 3 and Year 4)**Newspaper articles **(Year 4)** | Poetry Appreciation **(Year 1 and Year 2)**Exploring form (Kenning and Acrostic) **(Year 3)** Exploring form (Haiku and cinquain) **(Year 4)** |

Autumn Term (Topic)

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|  | Autumn 1 (Text) | Autumn 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing |  |  |

Spring Term (Topic)

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| --- | --- | --- |
|  | Spring 1 (Text) | Spring 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing |  |  |

Summer Term (Topic)

|  |  |  |
| --- | --- | --- |
|  | Summer 1 (Text) | Summer 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing |  |  |