

Year 3	Year 4
<p><u>Spellings</u></p> <p>Children will use these spelling rules:</p> <ul style="list-style-type: none"> • ch making the k phoneme (echo, chorus, scheme) • ch making sh phoneme (chef, chalet, brochure) • gue making g phoneme (catalogue, league) • que making c phoneme (antique, unique) • sc making s phoneme (science, scene, fascinate) • alternative ai graphemes - ei, eigh, ey • y making i phoneme (myth, cygnet, mystery) • ou making u phoneme (trouble, country, touch) <p>Children can apply the following rules when adding suffixes:</p> <ul style="list-style-type: none"> • Adding suffixes when consonant is doubled (running, swimmer, forgetting) • ly suffix using range of rules (change the y to an i, le change to ly, <p>Children will be able to use these prefixes:</p> <ul style="list-style-type: none"> • dis and mis (dislike, disagree, mistake, misspell, misbehave) • re (return rebuild, redo) • sub (submarine, subheading, submerge, subway) • super (supermarket, superhero, superstar) • auto (automatic, autograph, autobiography) <p>Children will be able to spell the following homophones: brake/break, great/grate, ate/eight, weight/wait, sun/sun, heel/he'll/heal, plain/plane, grown/groan, reign/rain/rein, through/threw, whose/who's, missed/mist, hear/here, berry/bury, meat/meet</p> <p><u>Handwriting</u></p> <p>Increase the legibility, consistency of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant.</p>	<p><u>Spelling</u></p> <p>Children will use the following prefixes:</p> <ul style="list-style-type: none"> • in- (inactive, incorrect) • il- (illegal, illegible) • im- (immature, imperfect, immortal) • ir (irregular, irresponsible) • anti- (antiseptic, antisocial, anticlockwise) • auto- inter- (international, interact) <p>Children will include the following suffixes:</p> <ul style="list-style-type: none"> • ation (sensation, information, preparation) • ture (nature, furniture, adventure) • sure (treasure, pleasure, leisure) • cian (musician, electrician, magician) • sion (extension, mansion) • tion (fraction, injection, motion) • ssion (passion, mission, expression, discussion) <p>Children will use the plural possessive apostrophe (girls')</p> <p>Children will be able to spell the following homophones and near homophones: peace/piece, main/mane, fair/fare, ball/bawl, scene/seen, mail/male, weather/whether, accept/except, affect/effect</p> <p><u>Handwriting</u></p> <p>Increase the legibility, consistency and quality of their handwriting for example, by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</p> <p><u>Writing - composition and grammar</u></p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s

Writing - composition and grammar

- Use of 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]
 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
 - Introduction to paragraphs as a way to group related material (this may not always be consistent)
 - Headings and sub-headings to aid presentation in non-narratives (this may not always be consistent)
 - Use of 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]
 - Introduction to inverted commas to punctuate direct speech
 - some awareness of settings, characters and plot evident in their writing
 - proofreading work (own and others) for spelling, punctuation, vocabulary and grammar
 - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- 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]
 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
 - Fronted adverbials [for example, Later that day, I heard the bad news.] with a comma afterwards.
 - Use of paragraphs to organise ideas around a theme (**this should now be more consistent**)
 - Plot, characters and setting **develop throughout the piece of writing**
 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
 - Use of inverted commas **and other punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
 - Proofreading work (own and others) for spelling, punctuation, vocabulary and grammar
 - Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear