

Transcription -Handwriting	B	W	N	A	Spelling	B	W	N	A
Use the diagonal and strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.					<b>Transcription:</b>				
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).					Use further prefixes and suffixes and understand how to add them;				
<b>Composition</b> <b>Plan their writing by:</b>	B	W	N	A	Spell further homophones;				
					the days of the weeks;				
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;					Spell words that are often misspelt				
<b>Discussing and recording ideas.</b>					Place the possessive apostrophe accurately in words with regular plurals (girls',boys') and in words with irregular plurals (children's)				
<i>Draft and write by:</i> Composing and rehearsing sentences orally (including dialogue);					Use the first two or three letters of a word to check its spelling in a dictionary.				
Progressively building a varied and rich vocabulary and an increasing range of sentence structures ;					<b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b>				
<b>Organising paragraphs around a theme:</b>					<b>Vocabulary, Grammar and Punctuation</b>	B	W	N	A
<b>In narratives, creating settings, characters and plots;</b>									
In non- narrative materials, using simple organisational devices (headings and subheadings)					<b>Word:</b>				
Evaluate and edit by: Assessing the effectiveness of their own and others writing and suggesting improvements;					Formation of nouns using a range of prefixes, such as super- , anti-, auto-;				
Proposing changes to grammar and vocab to improve consistency, including the accurate use of pronouns .					<b>Use of the forms a or an according to whether the next word begins with a consonant or a vowel ( eg, a rock, an open box);</b>				
<b>Proof reading for spelling and punctuation errors.</b>					Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).				
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.					<b>Sentence:</b>	B	W	N	A
					Expressing time, pace and cause using conjunctions ( eg, when before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of).				
					<b>Paragraph:</b>	B	W	N	A
					Introduction to inverted commas to punctuate direct speech.				
					<b>Text:</b>				
					Introduction to paragraphs as a way to group related material.				
					<b>Headings and sub-headings to aid presentation.</b>				
					<b>Terminology for pupils:</b>				
					Use the grammatical terminology in English Appendix 2 ( Year 3) accurately and appropriately when discussing their writing and reading ( adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas ( or 'speech marks')).				