

Lower Key Stage 2- English Writing Objectives			
	Year 3	Year 4	
Vocabulary, grammar and punctuation	Word	<p>When teaching word objectives, check with Year 3 and 4 Spelling Sheet for spelling rules which may link (more examples of prefixes can be found on the spelling sheet). Revise and check Year 1, 2 and 3 terminology and ensure children understand grammatical terms such as a “suffix” before teaching word/spelling related objectives.</p> <p>Understand and use:</p> <ol style="list-style-type: none"> 1. Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto</i>] See Year 3 and 4 Spelling Sheet 2. Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] 3. Suffixes to change the meaning and grammatical purpose of a word (e.g. adding <i>-ous</i> to words makes them adjectives) See Year 3 and 4 Spelling sheet for more examples. 	<p>When teaching word objectives, check with Year 3 and 4 Spelling Sheet for spelling rules which may link (more examples of prefixes and suffixes can be found on the spelling sheet). Revise and check Year 1, 2, 3 and 4 terminology and ensure children understand grammatical terms such as a “pronoun” before teaching word/spelling related objectives.</p> <p>Understand and use:</p> <ol style="list-style-type: none"> 1. The grammatical difference between plural and possessive –s 2. Use of different forms of determiners (e.g. <i>the</i>, <i>an</i>, <i>that</i>) and use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] 3. Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]
	Sentence	<p>Write sentences that express time, place and cause using:</p> <ol style="list-style-type: none"> a. conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>] b. adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>] c. prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] <ol style="list-style-type: none"> 2. Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] 	<p>Apply and secure knowledge of sentence structures from Year 1,2 and 3 and further develop them through using:</p> <ol style="list-style-type: none"> 1. Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>] 2. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
	Text	<p>Build upon text features learnt in Year 2 for a range of text types and independently:</p> <ol style="list-style-type: none"> 1. Use paragraphs to organise ideas around a theme or topic. 2. Use ellipsis as a way of linking paragraphs (when appropriate) 3. Sequence ideas logically (chronological when appropriate) 4. Use organisational devices such as headings and sub-headings to aid presentation. 	<p>Build upon text features learnt in Year 2 and 3 for a range of text types and independently:</p> <ol style="list-style-type: none"> 1. Use devices to build cohesion within a paragraph: <ol style="list-style-type: none"> a. Through choice of pronouns (<i>the boy</i>, <i>he</i>, <i>they</i>) b. Through putting related points next to each other. c. Through use of connectives and adverbials (<i>In addition to</i>, <i>Furthermore</i>, <i>Also</i>) 2. Use layout devices appropriate to the learnt text type to structure text [for example, headings, sub-headings, columns, bullets, or tables] 2. Openings and endings are appropriate to the task.
	Punctuation	<p>Consolidate objectives from Year 1 and 2.</p> <ol style="list-style-type: none"> 1. Use inverted commas to punctuate direct speech. 	<ol style="list-style-type: none"> 1. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] 2. Apostrophes to mark plural possession [for example, <i>the girl’s name</i>, <i>the girls’ names</i>] 3. Use of commas after fronted adverbials.
	Terminology	<p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, ellipsis, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>
Composition	<p>Plan by:</p> <ol style="list-style-type: none"> 1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 2. Discussing ideas with peers and teachers 3. Make notes on the content of paragraphs, using a given organisational structure <p>Develop an ability to write a range of text types and for a variety of purposes by:</p> <ol style="list-style-type: none"> 1. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see “Sentence strand” above) 2. Ensuring main features of a specific text type are clear and appropriate to purpose 3. In narratives, creating settings, characters and plot 4. Choose and use relevant ideas and content 5. Some ideas and material developed in detail by using adverbials or expanded noun phrases 6. Straightforward viewpoint generally established. <p>Edit by:</p> <ol style="list-style-type: none"> 1. Assessing the effectiveness of their own and others’ writing 2. Proposing changes to grammar, vocabulary and punctuation to improve consistency 3. Proof-read for spelling and punctuation errors. 		
Handwriting	<p>Independently:</p> <ol style="list-style-type: none"> 1. 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. 2. Increase the legibility, consistency and quality of their handwriting [for example, 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]. 		