

| 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.<br/>Understand and use:</p> <ol style="list-style-type: none"> <li>1. Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto</i>] <b>See Year 3 and 4 Spelling Sheet</b></li> <li>2. <b>Word families</b> based on common <b>words</b>, 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>]</li> <li>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.</li> </ol> | <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.<br/>Understand and use:</p> <ol style="list-style-type: none"> <li>1. The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>2. Use of different forms of determiners (e.g. <i>the</i>, <i>an</i>, <i>that</i>) and use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</li> <li>3. Standard English forms for <b>verb inflections</b> 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>]</li> </ol> |
|   | Sentence   | <p>Write sentences that express time, place and cause using:</p> <ol style="list-style-type: none"> <li>a. <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>]</li> <li>b. <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>]</li> <li>c. <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</li> </ol> <ol style="list-style-type: none"> <li>2. Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ol>   | <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"> <li>1. <b>Fronted adverbials</b> [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</li> <li>2. Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</li> </ol>   |
|   | 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"> <li>1. Use paragraphs to organise ideas around a theme or topic.</li> <li>2. Use ellipsis as a way of linking paragraphs (when appropriate)</li> <li>3. Sequence ideas logically (chronological when appropriate)</li> <li>4. Use organisational devices such as headings and sub-headings to aid presentation.</li> </ol>  | <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"> <li>1. Use devices to build <b>cohesion</b> within a paragraph: <ol style="list-style-type: none"> <li>a. Through choice of pronouns (<i>the boy</i>, <i>he</i>, <i>they</i>)</li> <li>b. Through putting related points next to each other.</li> <li>c. Through use of connectives and adverbials (<i>In addition to</i>, <i>Furthermore</i>, <i>Also</i>)</li> </ol> </li> <li>2. Use layout devices appropriate to the learnt text type to structure text [for example, headings, sub-headings, columns, bullets, or tables]</li> <li>2. Openings and endings are appropriate to the task.</li> </ol>   |
|   | Punctuation  | <p>Consolidate objectives from Year 1 and 2.</p> <ol style="list-style-type: none"> <li>1. Use inverted commas to <b>punctuate</b> direct speech.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>]</li> <li>2. <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name</i>, <i>the girls’ names</i>]</li> <li>3. Use of commas after <b>fronted adverbials</b>.</li> </ol>   |
|   | 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"> <li>1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>2. Discussing ideas with peers and teachers</li> <li>3. Make notes on the content of paragraphs, using a given organisational structure</li> </ol> <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"> <li>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)</li> <li>2. Ensuring main features of a specific text type are clear and appropriate to purpose</li> <li>3. In narratives, creating settings, characters and plot</li> <li>4. Choose and use relevant ideas and content</li> <li>5. Some ideas and material developed in detail by using adverbials or expanded noun phrases</li> <li>6. Straightforward viewpoint generally established.</li> </ol> <p>Edit by:</p> <ol style="list-style-type: none"> <li>1. Assessing the effectiveness of their own and others’ writing</li> <li>2. Proposing changes to grammar, vocabulary and punctuation to improve consistency</li> <li>3. Proof-read for spelling and punctuation errors.</li> </ol> |  |   |
| Handwriting                                   | <p>Independently:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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].</li> </ol>  |  |   |