







Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	

Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	

Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	

Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	

Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	

Name:	
Year 3/4	
Handwriting and Presentation	
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	
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]	
Composition	
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
discussing and recording ideas	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
proof-read for spelling and punctuation errors	
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	
Vocabulary, Grammar and Punctuation	
develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
using the present perfect form of verbs in contrast to the past tense	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2	
indicate grammatical and other features by:	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	
using and punctuating direct speech	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	