



	<ul style="list-style-type: none"> <li>Endings which sound like /ʒən/ (words ending in zhun spelt -sion).</li> <li>The suffix -ous.</li> <li>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (adding the prefix super-, adding the prefix sub-).</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin).</li> <li>Words with the /s/ sound spelt sc (Latin in origin).</li> <li>Words with the /eɪ/ sound spelt ei, eigh, or ey.</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>Unit 1 - Adding the prefix mis-</li> <li>Unit 2 - Words ending in zhuh spelt -sure</li> <li>Unit 3 - Adding the prefix auto-</li> <li>Unit 4 - Adding the suffix -ly</li> <li>Unit 5 - Adding the prefix inter-</li> <li>Special focus 1 - The short u sound spelt ou</li> <li>Special focus 2 - Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 - Words with the ay sound spelt ei, eigh, ey</li> <li>Unit 7 - Words ending in -ous</li> <li>Unit 8 - Words with the s sound spelt sc</li> <li>Unit 9 - Words ending in zhun spelt -sion</li> <li>Special focus 3 - Possessive apostrophes with plural words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 10 - Adding il- and revising un-, in-, mis- and dis</li> <li>Unit 11 - The c sound spelt -que and the g sound spelt -gue</li> <li>Unit 12 - Adding ir- to words beginning with r</li> <li>Unit 13 - Adding the prefix super-</li> <li>Unit 14 - Adding the prefix sub-</li> <li>Special focus 4 Homophones</li> </ul>
<b>Common Exception Words</b>	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women		
<b>Transcription - Handwriting</b>	<ul style="list-style-type: none"> <li>Develop using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> </ul>		
	<ul style="list-style-type: none"> <li>Plan their writing by discussing similar writing and recording ideas.</li> </ul>		

<b>Composition</b>	<ul style="list-style-type: none"> <li>• Draft writing by composing and rehearsing sentences orally.</li> <li>• Create settings, characters and plots in narratives.</li> <li>• Use simple organisational devices, e.g. headings and sub-headings, in non-narrative.</li> <li>• Suggest improvements to their own and others' writing.</li> <li>• Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> <li>• Use a varied and rich vocabulary.</li> <li>• Organise paragraphs around a theme.</li> <li>• Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.</li> <li>• Use adjectives, adverbs, prepositions (including phrases) and conjunctions.</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Use the present perfect form instead of the simple past.</li> <li>• Select and use determiners correctly.</li> <li>• Use and understand the grammatical terminology for Year 4.</li> </ul>		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
			<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>
<b>Composition - Vocabulary, grammar and punctuation</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<ul style="list-style-type: none"> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Use fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>• Use and punctuate direct speech using inverted commas and other punctuation to indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Standard English forms for verb inflections instead of local spoken forms.</li> </ul>

		<ul style="list-style-type: none"> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> </ul>	
<b>Terminology</b>	<p><b>Year 3</b> - preposition, conjunction, determiner, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> <p><b>Year 4</b> - pronoun, possessive pronoun, adverbial</p>		