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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| **Theme:**  **Book focus:** | **Theme:**  **Book focus:** | **Theme:**  **Book focus:** |
|  | **Transcription**   * Use the first two or three letters of a word to check its spelling in a dictionary. * Spell identified commonly misspelt words from Year 3 and 4 word list. * Recognise and spell additional homophones, for example – accept and except, whose and who’s. * Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.   **Composition**   * Compose sentences using a wider range of structures, linked to the grammar objectives.   Orally rehearse structured sentences or sequences of sentences.   * Begin to open paragraphs with topic sentences. * Write a narrative with a clear structure, setting, characters and plot. * Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. | **Transcription**   * Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian.   **Composition**   * Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. * Use a range of sentences with more than one clause. * Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, ‘The strict teacher with curly hair’. * Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials. * Stories that raise issues and dilemmas | **Transcription**   * Use the diagonal and horizontal strokes that are needed to join letters. * Understand which letters, when adjacent to one another, are best left unjoined.   **Composition**   * Persuasive writing * Organize the text and attempt to organize related ideas in sections or paragraphs * Use fronted adverbials, for example, ‘Later that day, I went shopping.’ |
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