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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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