



### Literacy Learning Concepts

*Apply these skills to the knowledge / context you're teaching*

*Learning concepts are fluid between Year 3 and Year 4 where you feel your children may have a particular weakness*

**Take Notice of KS End Goals**

	Year 3	Year 4
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Some year 3 / 4 words spelt correctly</li> <li>Formation of nouns using a range of prefixes such as super- anti- auto-</li> <li>Use suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, prefer, preferred)</li> <li>Spells words containing suffix ation</li> <li>Accurately spells suffix ly</li> <li>Homophones and near homophones spelt accurately</li> </ul>	<ul style="list-style-type: none"> <li>Spells most year 3 / 4 words correctly: myth, gym, Egypt, pyramid, mystery young, touch, double, trouble, country</li> <li>Spells words containing the suffixes –tion, -sion, -sure, -ture, -ous, -ssion, -cian</li> <li>sh spelt ch (chef, chalet, machine)</li> <li>g spelt gue (league, tongue)</li> <li>k spelt que (antique, unique)</li> <li>s spelt sc (science, scene, discipline, fascinate)</li> <li>ai spelt ei, eigh or ey (vein, eight, they, obey)</li> <li>k spelt ch (scheme, chorus, chemist, echo)</li> </ul>
<b>Composition &amp; Organisation</b>	<ul style="list-style-type: none"> <li>In Narrative a beginning, middle and end are established and the plot is sustained throughout</li> <li>Create and describe settings in narrative</li> <li>Create and describe characters in narrative</li> <li>Begin to express a viewpoint related to your writing</li> <li>Uses interesting and varied word choices such as adjectives and adverbs for description.</li> <li>Use powerful verbs to achieve impact</li> <li>Attempts to give an opinion, interest or</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of deliberate vocabulary choices</li> <li>Words deliberately chosen for effect on the reader</li> <li>Features of text type generally used appropriately</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Write a narrative that includes settings, plot and character which are sustained throughout and an ending where the main problem is resolved</li> </ul>

	<p>humour through detail</p> <ul style="list-style-type: none"> <li>● Organise writing into paragraphs to group related ideas</li> <li>● Begin to develop links between paragraphs</li> <li>● Organise your non-fiction writing using your own headings and sub-headings</li> <li>● In non-Narrative some attempt at elaborating on basic information and events</li> <li>● Consistent use of 1st, 2nd or 3rd person</li> </ul>	<ul style="list-style-type: none"> <li>● Links between paragraphs</li> <li>● Organise writing into paragraphs around a theme</li> </ul>
<b>Editing &amp; Evaluating</b>	<ul style="list-style-type: none"> <li>● Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>● proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>● Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>● proofread for spelling and punctuation errors</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>● Express time using conjunctions (when, before, after, while, until)</li> <li>● Express cause using conjunctions (because, so, if)</li> <li>● Use prepositional phrases to describe the position or direction of an object</li> <li>● Use adverbs to describe how things happen (e.g. slowly, carefully)</li> <li>● Use adverbs to describe where things happen (e.g. behind, next to)</li> <li>● Use adverbs to change sentence openers (how, when and where something happens)</li> <li>● Use verb tenses with increasing accuracy</li> <li>● Uses the forms a or an according to whether</li> </ul>	<ul style="list-style-type: none"> <li>● Use adverbial phrases to change sentence openers (how, when and where something happens)</li> <li>● Add extra information (subordinate clause)</li> <li>● Use a greater range of subordinating conjunctions (while, until, although)</li> <li>● Use determiners before a noun or noun phrase to tell you: which one, how many or how much .</li> <li>● Adjectives, adjectival phrases, comparative and superlative adjectives, are related to suffixes and adverbs which indicate degree of intensity.</li> <li>● Use correct grammatical agreement (I am,</li> </ul>

	the next word begins with consonant or vowel.	we are,)
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Secure capitalisation (names, new lines in poems, headings etc)</li> <li>Begin to use inverted commas to punctuate direct speech</li> <li>Begin to use a comma after fronted adverbials (E.g. Later that day, I heard the bad news)</li> <li>Use exclamation marks in your writing</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to punctuate direct speech.</li> <li>Accurately use apostrophes to mark singular and plural possession (the girl's name, the girls' names).</li> <li>Use commas correctly - fronted adverbials and subordinate clause.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>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>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>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>increase the legibility, consistency and quality of their handwriting</li> </ul>
<b>Agreed End Goals (What the children are working towards at the end of KS2)</b>	<p><b>Working at the expected standard</b></p> <p>The pupil can</p> <p>:</p> <ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> </ul>	

- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

### **Working at greater depth**

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]