

Year 3 / 4 mixed age group Writing Framework



The following writing framework should be taught with the following themes running through all units of work:

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Pupils should be taught to: plan their writing by:
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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.

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.

N = New learning **R = Recall of prior learning** **S = Spellings (SR = Spelling Recall)** **Non-Negotiables = things that must be learned by all learners**

Terms	Autumn		Spring		Summer	
topics						
Coverage. Teachers must teach the conventions of the genre alongside GAPs and composition skills	<p>Recount – descriptive writing Expose the children to a range of descriptive recounts in autobiographies, diaries and Writing in the first person Use the past tense Written in the order that it happened Use description effectively to make the reader see the picture clearly Using time connectives</p>	<p>Narrative Form a fiction: Historical, Fantasy and other fiction Read passages from narrative from a range of authors and cultures. Children need to listen to narrative and to read it aloud themselves.</p> <ul style="list-style-type: none"> • Openings and endings • Character description • Plot, • Setting and atmosphere • Conflict • Point of view – look at the protagonist and antagonist 	<p>Persuasive writing adverts, posters etc. Evaluate the effectiveness of a range of persuasive texts.</p> <ul style="list-style-type: none"> • Repeated words • Alliterative words • A strong argument • Rhetorical questions • Capitalisation for effect • Humour <p>Condensing a message</p>	<p>Poetry and Performance Read, discuss and talk about different forms of poetry. Look at poets from different cultures, countries and periods in history. Learn to write poems in a variety of styles inc acrostic, haiku, narrative and free verse.</p>	<p>Information texts and non-chronological writing Children will usually be asked to research something relevant to their learning. Note making initially to draft the text Features include:</p> <ul style="list-style-type: none"> • Main title • Sub-headings • Bullet points • Paragraphs • Pictures with captions 	<p>Explanation Understand what form an explanation text takes: Formal language in present tense Text arranged into numbered points Sub-headings to separate sections of text Use of time connectives May have some technical vocabulary Diagrams Pictures with captions glossary</p>
	<p>Formal Letter writing Read and appraise a range of formal letters for different purposes</p> <ul style="list-style-type: none"> • Opening and closing • Clarity • The importance of Correctness (after drafting and re-drafting) • Being concise • Coherence • Courtesy • Formal language and audience 			<p>Play scripts Read and evaluate a range of play scripts. Read aloud, perform and take on roles, examine characterisation. Look at the formal features of how a script is structured and set out including punctuation. Take narratives and script them as a performance.</p>		
<p>Non-negotiables – what MUST be embedded learning in the vast majority of children. Weeks</p>	<p>Non-negotiables – children MUST be able to do these consistently in their work to be assessed as meeting EXS standard Assess for these at the beginning of the term and provide a short programme of intervention if any of these are missing: Basic sentence punctuation – capital letters, full stops, exclamation marks, How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors including how to evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements Knowledge and use of conjunctions to join clauses in a sentence ie expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] How to use inverted commas to denote speech How to set work out in paragraphs including sub-headings</p>					
	<p>Non-negotiables: Capital letters and full stops Exclamation marks and question marks</p>	<p>Non-negotiables: Basic sentence punctuation</p>	<p>Non-negotiables: Basic sentence punctuation</p>	<p>Non-negotiables: Basic sentence punctuation</p>	<p>Non-negotiables: Basic sentence punctuation</p>	<p>The vast majority of lessons in this term should be REVISION of prior learning to</p>

	Understand what key words are in a sentence i.e. noun, adjective, verb and adverb. Understanding past and present tense and be able to use both appropriately Understand where to use a comma Use of apostrophe for missing letters or possession	How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Vowels and consonants	How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence Vowels and consonants	How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence Vowels and consonants	How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence How to use inverted commas How to set work out in paragraphs	ensure children are ready for the KS2 curriculum.
<u>SPELLING non negotiables</u>	Revise work from Year 1/2- pay special attention to the rules for adding suffixes Ensure all learners can spell the vast majority of the common exception words from the Y 1 and 2 list Know what homophones and near homophones are and spell the example words from Y1/2 Follow up and revise the spellings from Year 3 framework					
<u>WEEKS</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Week 1 Year 3	C – Recount/descriptive writing Spend time recalling the features of this genre, understanding how to construct a recount. R – basic sentence punctuation including capital letters, full stops,	C - Narrative R – fronted adverbials R – proof read for errors R - Plan and draft R – extend sentences by joining clauses with wider range of conjunctions N – introduce inverted commas to denote speech	C – persuasive writing R – plan and drafting writing R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, N - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	C - Poetry R – Plan and draft writing R – joining clauses with a wider range of conjunctions R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] N - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	C – information texts and non-chronological writing R – plan and draft writing R – word families N – Introduce paragraphs as a way to group related material	C – explanation R – plan and draft writing R – Introduce paragraphs as a way to group related material R – using inverted commas to denote speech N - how to indicate possession by using the possessive apostrophe with plural nouns

<p>Week 1 Year 4</p>	<p>N - Direct teach features of a recount. R – what are pronouns? What are personal pronouns? Can we use them accurately and effectively in sentences and can we spot how to improve the writing of others in relation to their use? N- choosing nouns and pronouns within and across sentences appropriately for clarity and cohesion</p>	<p>C – Narrative Children to experience and read from and be read to a range of narratives from different authors, cultures and periods in time. R from Y3 – revise the use of fronted adverbials and associated punctuation N - Direct teach features of narrative writing N – learn the grammatical difference between plural and possessive – s, i.e <i>The girl’s name, the girls’names</i></p>	<p>C – persuasive writing R from Y3 – conjunctions, adverbs, prepositions N – direct teach the features of persuasive writing N – use expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (i.e. <i>the teacher expanded to the strict maths teacher with the curly hair</i>)</p>	<p>C – Poetry R from Y3 - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] N – experience and evaluate a range of poetry forms and poets from different cultures and periods in history</p>	<p>C – information texts and non-chronological writing R from Y3 – reinforce the use of headings and sub-headings to aid presentation N – Read a range of texts, compare, understand the features of information texts. Assess the effectiveness of examples.</p>	<p>N – understand and apply the features of explanation texts R from Y3 – reinforce the use of headings and sub-headings to aid presentation R – using paragraphs to organise ideas around a theme R from Y3 - how to indicate possession by using the possessive apostrophe with plural nouns</p>
<p>Week 2 Year 3</p>	<p>N- pupils should be taught to plan and draft their writing as in the programmes of study; N - proof-read for spelling and punctuation errors</p>	<p>R – fronted adverbials R – proof read for errors R - Plan and draft R – use inverted commas to denote speech R – extend sentences by joining clauses with wider range of conjunctions</p>	<p>R – fronted adverbials R – commas after fronted adverbials</p>	<p>R - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] N - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>R – fronted adverbials R – proof read for errors R - Plan and draft R – use inverted commas to denote speech R – extend sentences by joining clauses with wider range of conjunctions</p>	<p>R – plan and draft writing R – Introduce paragraphs as a way to group related material R – using inverted commas to denote speech R - how to indicate possession by using the possessive apostrophe with plural nouns</p>
<p>Week 2 Year 4</p>	<p>R – what are pronouns? What are personal pronouns? Can we use them accurately and effectively in sentences and can we spot how to improve the writing of others in relation to their use? R- choosing nouns and pronouns within and across sentences appropriately for clarity and cohesion</p>	<p>R – fronted adverbials R – learn the grammatical difference between plural and possessive - s</p>	<p>R from Y3 – conjunctions, adverbs, prepositions R – use expanded noun phrases by adding modifying adjectives, nouns and preposition phrases</p>	<p>R - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] R – appropriate choice of pronouns or nouns across sentences to aid cohesion</p>	<p>N – Use the paragraphs to organise ideas around a theme.</p>	<p>R – Use the paragraphs to organise ideas around a theme R - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements R- check on the understanding of standard English forms for verb inflections instead of spoken</p>

				N - evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements		forms (i.e. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)
Week 3 Year 3	R – plan and drafting writing R – nouns, verbs, adjectives, adverbs N – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, ie expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	R –use inverted commas to denote speech R – what are vowels and what are consonants?	R – fronted adverbials R – commas after fronted adverbials	R - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] R - evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	R – fronted adverbials R – proof read for errors R - Plan and draft R – use inverted commas to denote speech R – extend sentences by joining clauses with wider range of conjunctions N – Introduce the use of headings and sub-headings to aid presentation	R – plan and draft writing R – Introduce paragraphs as a way to group related material R – using inverted commas to denote speech R - how to indicate possession by using the possessive apostrophe with plural nouns
Week 3 Year 4	R – what are pronouns? What are personal pronouns? Can we use them accurately and effectively in sentences and can we spot how to improve the writing of others in relation to their use? R- choosing nouns and pronouns within and across sentences appropriately for clarity and cohesion	R – fronted adverbials R – learn the grammatical difference between plural and possessive - s R – from Y3 the use of speech marks N- Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>)	R – fronted adverbials R – commas after fronted adverbials N – What are prepositions?	R - evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements R –pupils should learn to 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	R – Use the paragraphs to organise ideas around a theme.	R – check on the use of expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (i.e. <i>the teacher expanded to the strict maths teacher with the curly hair</i>)
Week 4 Year 3	R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions	R – plan and draft writing N – direct teach the structure and form of a letter N - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	R - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] N – What are prepositions?	N – what are pronouns? What are personal pronouns? Can we use them accurately and effectively in sentences and can we spot how to improve the writing of others in relation to their use?	R – use paragraphs as a way to group related material R – use headings and sub-headings to aid presentation	R – Revise the use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

<p>Week 4 Year 4</p>	<p>R – revisit the structure and form of a letter, in a formal tone R from Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] N- explore standard English forms for verb inflections instead of spoken forms (i.e. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>R - Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>) R – revise the grammatical difference between plural and possessive - s</p>	<p>R – ensure all children can explain expanded noun phrases, Prepositions, fronted adverbials,</p>	<p>R – performance skills from poetry R –pupils should learn to 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 R – revise the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	<p>R – Use the paragraphs to organise ideas around a theme. R – use headings and sub-headings to aid presentation R - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>R – revise and check understanding of the grammatical difference between plural and possessive – s, i.e <i>The girl’s name, the girls’names</i>)</p>
<p>Week 5 Year 3</p>	<p>R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions N – fronted adverbials N – commas after fronted adverbials</p>	<p>R – plan and drafting writing R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, N – what is a subordinate clause?</p>	<p>R – using prepositions</p>	<p>C – Play Scripts N - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	<p>R – use paragraphs as a way to group related material R – use headings and sub-headings to aid presentation</p>	<p>R – Revise the use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
<p>Week 5 Year 4</p>	<p>R – revisit the structure and form of a letter, in a formal tone R from Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] R- explore standard English forms for verb inflections instead of spoken forms (i.e. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>N - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	<p>R – children can explain and recall all the features of persuasive writing</p>	<p>R – performance skills from poetry R –pupils should learn to 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 R - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	<p>R – revise standard English forms for verb inflections instead of spoken forms (i.e. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) R - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>R - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements R- check on the understanding of standard English forms for verb inflections instead of spoken forms (i.e. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>
<p>Week 6 Year 3</p>	<p>R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions R – fronted adverbials</p>	<p>R – direct teach the structure and form of a letter R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play</p>		<p>R – plan and drafting writing R – in re-drafting, pupils should be taught to extending the range of sentences with more than</p>	<p>R – consistently use : paragraphs as a way to group related material</p>	

	R – commas after fronted adverbials	contrasted with He went out to play]		one clause by using a wider range of conjunctions, R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	headings and sub-headings to aid presentation	
Week 6 Year 4	R – revisit the structure and form of a letter, in a formal tone R from Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] R- explore standard English forms for verb inflections instead of spoken forms (i.e. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	R - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].	Assess the non-negotiables Look at the key new learning so far this year and see what learning has stuck and what needs further revision. Revisit learning that has not been taken on and remembered by the majority of learners.	R – performance skills from poetry R –pupils should learn to 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 R - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].	R - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements	Assess the non-negotiables. Provide an assessment for transition of the key areas covered and what needs to be revised as the cohort move into Year 5.
Terminology check for each term	Y3 conjunction word family, clause, direct speech consonant, consonant letter vowel, vowel letter	Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)
	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, clause, direct speech consonant, consonant letter vowel, vowel letter	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	Y4 Adverbial, determiner, pronoun, possessive pronoun preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel

		letter inverted commas (or 'speech marks')	inverted commas (or 'speech marks')	letter inverted commas (or 'speech marks')	inverted commas (or 'speech marks')	letter inverted commas (or 'speech marks')
Spelling work: Please highlight the common exception words you are teaching each term. Phonics spelling patterns will be done through Read/write inc	Revise work from Y1/2 <ul style="list-style-type: none"> Word List Y3/4 The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt 'ou' i.e. young, touch 	<ul style="list-style-type: none"> Word List Y3/4 Adding suffixes beginning with vowel letters to words of more than one syllable Words with the prefixes dis, mis, in 	<ul style="list-style-type: none"> Word list Y3/4 Suffix spellings: The suffix 'ation' The suffix 'ly' The suffix 'ous' 	Word list Y3/4	Word List Y3/4 R – what is a homophone N – near homophones affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Revise all Y3 spellings
	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. <ul style="list-style-type: none"> Revise patterns from Y3 	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. Possessive apostrophe with plural words <ul style="list-style-type: none"> The suffix 'ous' Words ending in 'sion' 	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. <ul style="list-style-type: none"> Words with the 'k' sound spelt 'ch' i.e. scheme, chorus To expand the 'sion' to words that sound the same but spelt 'tion', 'sion' 'ssion' 'cian' 	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. <ul style="list-style-type: none"> Words ending with the 'g' sound spelt 'gue' and k sound spelt 'que' Words with the 's' sound spelt 'ch' i.e. chef, chalet 	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. Homophones and near homophones <ul style="list-style-type: none"> Ei, eigh or ey sc words i.e science, scene etc 	Assess gaps in Word list for Year 3 / 4 and create a spelling list from those not covered. Assess performance to statutory requirements for spelling in Y3/4