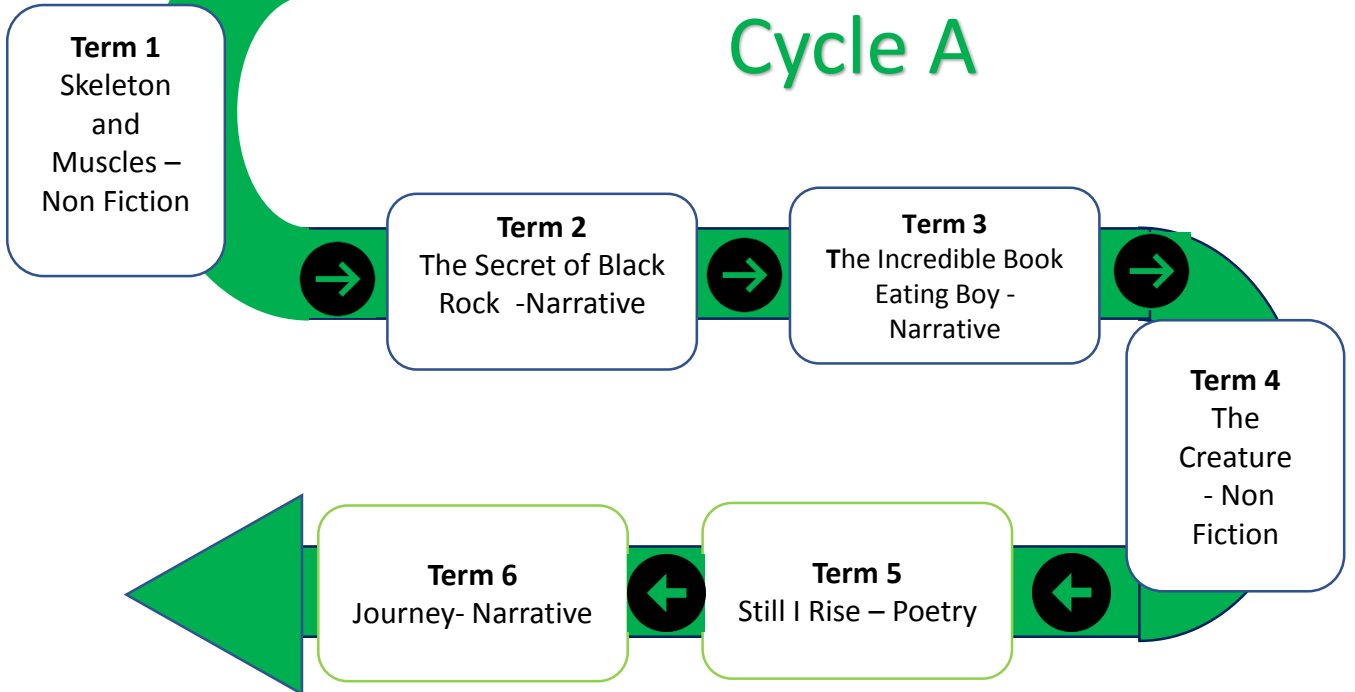


St Lawrence Writing Pathways

Cycle A



Year 3:

WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.
	Pupils should be taught to write sentences by composing a sentence orally before writing it.
	Pupils should be taught to write sentences by sequencing sentences to form short narratives.
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
	Pupils should be taught to discuss what they have written with the teacher or other pupils.
WORD	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]
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
SENTENCE	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
	Adverbs [for example, then, next, soon, therefore]
	Prepositions [for example, before, after, during, in, because of]
TEXT	Introduction to paragraphs as a way to group related material
	Headings and sub-headings to aid presentation
	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]
PUNCTUATION	Introduction to inverted commas to punctuate direct speech

Year 4:

WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.
	Pupils should be taught to write sentences by composing a sentence orally before writing it.
	Pupils should be taught to write sentences by sequencing sentences to form short narratives.
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
	Pupils should be taught to discuss what they have written with the teacher or other pupils.
	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
WORD	The grammatical difference between plural and possessive -s
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
SENTENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	Fronted adverbials [for example, Later that day, I heard the bad news.]
TEXT	Use of paragraphs to organise ideas around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
PUNCTUATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
	Use of commas after fronted adverbials