Year 4 English Map

| Year 4     | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------|--|--|--|--|---|--|
| Focus text | Focus texts:  RWI focus- chn assessed on appropriate level  Lost or Stolen? By Narinder Dhami (dilemma story)  Gadget Magic  The Greatest Gadget of Them All? (information texts)  | Focus texts:  RWI focus- chn assessed on appropriate level  The Balloons by Oscar Wilde  At the End of a School Day by Wes Magee (poetry)  Your Alien Experiences The Daily Blab (journalistic recount)                                      | Focus texts:  RWI focus- chn assessed on appropriate level  The Bogeymen and the Trolls Next Door by Kaye Umansky (narrative)  The Stellar Stage School  How the Voice Works (explanation texts)   | Focus texts:  RWI focus - chn assessed on appropriate level  The Fly and the Fool by Lou Kuenzler (playscript)  Junior Detective (evaluating evidence)   | Focus texts:  RWI focus- chn assessed on appropriate level Runaways by Jim Eldridge (historical story) London Herald (newspaper report)   | Focus texts:  RWI focus - chn assessed on appropriate level  Sugarcane Juice by Pratima Mitchell (story from an other culture)  VIPER! (Persuasive writing)  |
|            | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - English appendix 1, both to read aloud and to understand the meaning of new words they meet | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception | Reading Objectives Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet |

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Comprehension

develop positive attitudes to reading, and an understanding of what they read,

\*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding, and explaining the meaning of Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

# Comprehension

develop positive attitudes to reading, and an understanding of what they read,

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

recognising some

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Comprehension

develop positive attitudes to reading, and an understanding of what they read,

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

asking questions to improve

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Comprehension

develop positive attitudes to reading, and an understanding of what they read,

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read identifying themes and

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

recognising some different forms of poetry [for example, free verse, narrative poetry] words, noting the unusual correspondences between spelling and sound, and where these occur in the word

# Comprehension

develop positive attitudes to reading, and an understanding of what they read,

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

checking that the text
makes sense to them,
discussing their
understanding, and
explaining the meaning of
words in context
asking questions to

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Comprehension

develop positive attitudes to reading, and an understanding of what they read,

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

discussing words and phrases that capture the reader's interest and imagination

preparing poems and play scripts to read aloud and to perform, showing understanding through

words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings. thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from nonfiction

participate in discussion

read to them and those

themselves, taking turns

and listening to what

they can read for

about both books that are

their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from nonfiction participate in discussion about both books that are read to them and those they can read for

themselves, taking turns

say

words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifyina main ideas drawn from more than 1 paragraph and summarising these identifying how language, and listening to what others structure, and presentation contribute to meaning retrieve and record information from nonfiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

understand what they improve their read, in books they can understanding of a text read independently, by: drawing inferences such checking that the text as inferring characters' makes sense to them. feelings, thoughts and discussing their motives from their understanding, and actions, and justifying explaining the meaning of inferences with evidence predicting what might happen from details stated and implied identifyina main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from nonfiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

and action recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from nonfiction participate in discussion about both books that are read to them and those

intonation, tone, volume

|       |   | others say   |  |  |  | they can read for<br>themselves, taking turns<br>and listening to what<br>others say  |
|-------|---|--|--|--|--|---|
| SPAG  | SPAG focus/Objectives   | SPAG   | <u>SPAG</u>  | SPAG   | SPAG   | <u>SPAG</u>   |
| _     | Singular/plural nouns   | focus/Objectives   | focus/Objectives   | focus/Objectives   | focus/Objectives   | focus/Objectives  |
| focus | Pronouns  | Paragraphs   | Adverbials and   | Plurals  | Verb Inflections   | Verb Tenses - Past  |
|       | Inverted commas   | Homophones   | fronted adverbials   | Possession   | Standard English   | Nouns and pronouns  |
|       | Standard English  | Fronted adverbials   | (with commas)  | Apostrophes  | Noun phrases with  | Prefixes  |
|       | Prefixes, Suffixes  | Errors in spelling   | Homophones   | Possessive   | modifying adjectives   | Plural possessive   |
|       | Compound words  | Possessive Pronouns  | Expanded noun  | apostrophe   | Conjunctions - time/   | apostrophe  |
|       | Adverbs for time /  | Prepositions -   | phrases  | Determiners  | cause  | Subordinate clauses   |
|       | cause   | time/cause   | Adjectives extending the range of  | Word Families  | Suffixes   | Organisational  |
|       | extending the range of  | Plurals – possessive   | sentences with more than   | Verb tenses - the  | Possessive   | devices   |
|       | sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech | e commas. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, | one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns | place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, | apostrophe Paragraphs place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, | place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although |
|       | use and understand the grammatical terminology in English appendix  | although using fronted adverbials  | use and understand the grammatical terminology in English appendix 2 accurately and  | although using the present perfect form of verbs in contrast   | although use and understand the grammatical terminology in English appendix  | using the present perfect<br>form of verbs in contrast<br>to the past tense<br>choosing nouns or  |

|           | 2 accurately and appropriately when discussing their writing and reading | using commas after fronted adverbials use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading | appropriately when discussing their writing and reading | to the past tense indicating possession by using the possessive apostrophe with plural nouns use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading | 2 accurately and appropriately when discussing their writing and reading | pronouns appropriately for clarity and cohesion and to avoid repetition indicating possession by using the possessive apostrophe with plural nouns use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading |
|-----------|--|---|---|--|--|--|
| Big Write | Genres/<br>Big Writes:   | Genres/<br>Big Writes:  | Genres/<br>Big Writes:                                  | Genres/<br>Big Writes:   | Genres/<br>Big Writes:   | Genres/<br>Big Writes:   |
| and genre | • Story -  | Poems   | Narrative poem  | Playscript   | Story set in the   | Story from   |
| and going | Information Text   | Journalistic-   | Explanation text  | • Non  | past   | another culture  |
|           |  | News report   | <b>P</b>  | chronological  | Newspaper  | Persuasive text  |
|           |  | •   | Extra topic-based big                                   | report   | report   |  |
|           | *Extra topic-based big   |   | write in  |  |  |  |
|           | write in   | Extra topic-based   | topic/RE/science  |  |  | Extra topic-based  |
|           | topic/RE/science book  | big write in  | <u>book</u>   | Extra topic-based  | Extra topic-based  | big write in   |
|           | Information text in RE   | topic/RE/science  | Explanation text  | big write in   | big write in   | topic/RE/science   |
|           | Information text   | book  | about the water cycle                                   | topic/RE/science   | topic/RE/science   | book   |
|           | Geography / History  | Digestion Poem  | in geography  | book   | book<br>Story in DE  | Story in RE  |
|           |  | Science News Report in  | Narrative verse in RE                                   | Playscript for news report related to  | Story in RE News report History-   | Persuasive poster in Science   |
|           |  | History- on new King  | Hallative velse III KE                                  | Science  | Discovery of   | Joienne  |
|           |  | Athelstan   |   |  | Tutankhamen  |  |
|           |  | Alfred the great  |   |  | -  |  |
|           |  |   |   |  |  |  |

#### **Writing Objectives Writing Objectives** Writing Objectives Writing Objectives Writing Objectives Writing Objectives use further prefixes and suffixes and understand how suffixes and understand how to add them to add them - see English how to add them how to add them how to add them how to add them appendix 1 see English appendix 1 spell further homophones spell words that are often misspelt misspelt misspelt misspelt misspelt misspelt use the first 2 or 3 letters of a use the first 2 or 3 letters use the first 2 or 3 letters of use the first 2 or 3 letters use the first 2 or 3 letters use the first 2 or 3 letters word to check its spelling in a of a word to check its a word to check its spelling of a word to check its of a word to check its of a word to check its dictionary spelling in a dictionary in a dictionary spelling in a dictionary spelling in a dictionary spelling in a dictionary write from memory simple sentences, dictated by the sentences, dictated by the sentences, dictated by the sentences, dictated by sentences, dictated by sentences, dictated by teacher, that include words the teacher, that include teacher, that include words the teacher, that include the teacher, that include teacher, that include and punctuation taught so words and punctuation and punctuation taught so words and punctuation words and punctuation words and punctuation taught so far taught so far taught so far far taught so far plan their writing by: discussing writing similar to discussing writing similar discussing writing similar to discussing writing similar discussing writing similar discussing writing similar that which they are planning to that which they are that which they are to that which they are to that which they are to that which they are planning to write in order to write in order to planning to write in order planning to write in order to planning to write in order planning to write in order to understand and learn understand and learn from its understand and learn from to understand and learn to understand and learn to understand and learn structure, vocabulary and from its structure. its structure, vocabulary from its structure. from its structure. from its structure. grammar vocabulary and grammar and grammar vocabulary and grammar vocabulary and grammar vocabulary and grammar discussing and recording ideas ideas ideas ideas ideas ideas draft and write by: draft and write by:

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:

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 proofread for spelling and

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

punctuation errors

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

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proofread for spelling and punctuation errors

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

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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

proofread for spelling and punctuation errors

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proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

| Speaking and | listen and respond<br>appropriately to adults and<br>their peers   | listen and respond appropriately to adults and their peers   | listen and respond<br>appropriately to adults and<br>their peers   | listen and respond appropriately to adults and their peers   | listen and respond appropriately to adults and their peers   | listen and respond appropriately to adults and their peers  |
|--------------|--|--|--|--|--|---|
| Listening    | ask relevant questions to extend their understanding and knowledge   | ask relevant questions to extend their understanding and   | ask relevant questions to extend their understanding and knowledge   | ask relevant questions to extend their understanding and   | ask relevant questions to extend their understanding and   | ask relevant questions to extend their understanding and  |
| objectives   | use relevant strategies to<br>build their vocabulary<br>articulate and justify   | knowledge<br>use relevant strategies to<br>build their vocabulary  | use relevant strategies to build their vocabulary articulate and justify   | knowledge use relevant strategies to build their vocabulary  | knowledge use relevant strategies to build their vocabulary  | knowledge use relevant strategies to build their vocabulary   |
|              | answers, arguments and opinions give well-structured   | articulate and justify<br>answers, arguments and<br>opinions   | answers, arguments and opinions give well-structured   | articulate and justify<br>answers, arguments and<br>opinions   | articulate and justify<br>answers, arguments and<br>opinions   | articulate and justify<br>answers, arguments and<br>opinions  |
|              | descriptions, explanations<br>and narratives for different<br>purposes, including for<br>expressing feelings<br>maintain attention and | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | descriptions, explanations<br>and narratives for different<br>purposes, including for<br>expressing feelings<br>maintain attention and | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | give well-structured<br>descriptions, explanations<br>and narratives for<br>different purposes,<br>including for expressing<br>feelings |
|              | participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to | maintain attention and<br>participate actively in<br>collaborative<br>conversations, staying on                          | participate actively in collaborative conversations, staying on topic and initiating and responding to comments                        | maintain attention and participate actively in collaborative conversations, staying on                                   | maintain attention and participate actively in collaborative conversations, staying on                                   | maintain attention and participate actively in collaborative conversations, staying on  |
|              | develop understanding<br>through speculating,<br>hypothesising, imagining and<br>exploring ideas<br>speak audibly and fluently         | topic and initiating and responding to comments use spoken language to develop understanding through speculating,        | use spoken language to<br>develop understanding<br>through speculating,<br>hypothesising, imagining<br>and exploring ideas             | topic and initiating and responding to comments use spoken language to develop understanding through speculating,        | topic and initiating and responding to comments use spoken language to develop understanding through speculating,        | topic and initiating and responding to comments use spoken language to develop understanding through speculating,                       |
|              | with an increasing command of Standard English   | hypothesising, imagining<br>and exploring ideas<br>speak audibly and   | speak audibly and fluently<br>with an increasing<br>command of Standard  | hypothesising, imagining<br>and exploring ideas<br>speak audibly and   | hypothesising, imagining<br>and exploring ideas<br>speak audibly and   | hypothesising, imagining<br>and exploring ideas<br>speak audibly and fluently   |
|              | participate in discussions,<br>presentations, performances,<br>role play/improvisations and<br>debates                                 | fluently with an<br>increasing command of<br>Standard English  | English participate in discussions, presentations,   | fluently with an<br>increasing command of<br>Standard English  | fluently with an<br>increasing command of<br>Standard English  | with an increasing<br>command of Standard<br>English  |
|              | gain, maintain and monitor<br>the interest of the listener(s)  | participate in discussions,<br>presentations,<br>performances, role  | performances, role<br>play/improvisations and  | participate in discussions,<br>presentations,<br>performances, role  | participate in discussions,<br>presentations,<br>performances, role  | participate in discussions,<br>presentations,<br>performances, role   |

|         | consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication   | play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication   | debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication  | play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication   | play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication   | play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication  |
|---------|---|--|---|--|--|---|
| Class   | Dick King Smith   | John Agard   | Cressida Cowell   | Cressida Cowell  | David Walliams   | David Walliams  |
| Author  |   |  |   |  |  |   |
| Hand    | Pupils should be taught to:   | Pupils should be taught to:  | Pupils should be taught to:   | Pupils should be taught to:  | Pupils should be taught to:  | Pupils should be taught to:   |
| Writing | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do | 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 increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] |

| not touch] |            | not touch] | not touch]             |                                  |
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|            |            |            |                        |                                  |
|            | not touch] | not touch] | not touch]  not touch] | not touch] not touch] not touch] |