**Year 4 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Burps, Bottoms and Bile | | | | | | | | **Autumn 2**  Theme: I am a Warrior! | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | ::Screen Shot 2019-08-21 at 21.59.29.png  Demon Dentist by David Walliams | | | | | | ::Screen Shot 2019-08-21 at 19.54.04.png  Non-Fiction Focus- Barnet Library Loans Service | | ::Screen Shot 2019-08-21 at 21.59.48.png  Varjak Paw by S F Said | | | | ::Screen Shot 2019-08-21 at 22.00.04.png  The General by Michael Foreman | | | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | | | | * 1:1 and small group interventions for new arrivals | | | | | | | |
| **Spelling** | | ***RWI Spelling Units 1 and 2***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * The /ʌ/ sound spelt ou * Adding the prefix **mis**- * Words ending in ***zhuh*** spelt **-sure**   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | | | | ***RWI Spelling Units 3 and 4***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * Adding the prefix **auto-** * Possessive apostrophes with plural words   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | | | |
| **Word Reading** | | **Develop growing independence in year 4:**   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet | | | | | | | | **Develop growing independence in year 4:**   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet | | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and   reference books or textbooks   * using dictionaries to check the meaning of words that they have read * discussing words and phrases that capture the reader’s interest and imagination   ***Understand both the books they can already read accurately and fluently and those they listen to 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 * predicting what might happen from details stated and implied * 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. * retrieve and record information from non-fiction | | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * 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 both the books they can already read accurately and fluently and those they listen to 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 * retrieve and record information from non-fiction | | | | | | | |
| **Spoken Language** | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * proof-read for spelling and punctuation errors | | | | | | | | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * proof-read for spelling and punctuation errors | | | | | | | |
| **Grammar/ Punctuation** | ***Develop/ deepen their understanding of the concepts:***   * 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 year 4:***   * 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] * Fronted adverbials [for example, Later that day, I heard the bad news.] * Use of paragraphs to organise ideas around a theme * Use of commas after fronted adverbials   ***Use and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | | | | ***Develop/ deepen their understanding of the concepts:***   * 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 year 4:***   * 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] * 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.] * Use of paragraphs to organise ideas around a theme * Use of commas after fronted adverbials   ***Use and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, 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   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***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*** | | | | | | | | ***Linked to phonics, spellings, 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   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***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*** | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Blue Abyss | | | | | | **Spring 2**  Theme: Playlist | | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | | **Week 26** | **Week 27** |
| **Text / Focus** | | ::Screen Shot 2019-08-21 at 22.00.28.png  Treasure Island by Robert Louis Stevenson | | | | | | ::Screen Shot 2019-08-21 at 22.01.06.png  Werewolf Club Rules by Joseph Coelho | | | | ::Screen Shot 2019-08-21 at 22.01.24.png  Poems to Perform by Julia Donaldson | | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | | * 1:1 and small group interventions for new arrivals | | | | | | |
| **Spelling** | | ***RWI Spelling Units 5 and 6***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * Adding the prefix **inter-** * Words with the ***ay*** sound spelt **ei**, **eigh**, **ey**   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | | ***RWI Spelling Units 7 and 8***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * Words ending in **-ous**   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | | |
| **Word Reading** | | **Develop growing independence in year 4:**   * adding suffixes beginning with vowel letters to words of more than one syllable * adding prefixes un–, dis– and mis– , in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- | | | | | | **Develop growing independence in year 4:**   * adding suffixes beginning with vowel letters to words of more than one syllable * adding prefixes un–, dis– and mis– , in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and   reference books or textbooks   * 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   ***Understand both the books they can already read accurately and fluently and those they listen to 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 * 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. | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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 * identifying themes and conventions in a wide range of books * 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]   ***Understand both the books they can already read accurately and fluently and those they listen to 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 * 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. | | | | | | |
| **Spoken Language** | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * 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. | | | | | | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * 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. | | | | | | |
| **Grammar/ Punctuation** | ***Develop/ Deepen their understanding of the concepts:***   * 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 year 4:***   * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition * 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!”]   ***Use and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | | ***Develop/ Deepen their understanding of the concepts:***   * 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 year 4:***   * 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) * Use of commas after fronted adverbials   ***Use and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, 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   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***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*** | | | | | | ***Linked to phonics, spellings, 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   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***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*** | | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Potions | | | | | **Summer 2**  Theme: Road Trip USA! | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-21 at 22.01.45.png  George’s Marvellous Medicine by Roald Dahl | | | | | ::Screen Shot 2019-08-21 at 22.02.07.png  Because of Winn-Dixie by Kate Dicamillo | | | | ::Screen Shot 2019-08-21 at 22.02.25.png  The Indian in the cupboard by Lynne Reid Banks | | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | * 1:1 and small group interventions for new arrivals | | | | | | |
| **Spelling** | | ***RWI Spelling Units 9, 10 and 11***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * (il-, un-, mis-, dis-) Adding **il-** and revising **un-**, **in-**, **mis-** and **dis** * Words ending in ***zhun*** spelt **-sion** * Adding **ir-** to words beginning with **r**   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | ***RWI Spelling Units 12, 13 and 14***   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * Adding the prefix **super-** * Adding the prefix **sub-** * The ***c*** sound spelt **-que** and the ***g*** sound spelt **-gue**   **Learning words**   * spell further homophones * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Homophones and near-homophones * Common Exception Words | | | | | | |
| **Word Reading** | | **Develop growing independence in year 4:**   * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | **Develop growing independence in year 4:**   * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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   * discussing words and phrases that capture the reader’s interest and imagination   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * 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 one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning * 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. | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * 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 one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning | | | | | | |
| **Spoken Language** | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***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 | | | | | ***Plan their writing by:***   * 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:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***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 | | | | | | |
| **Grammar/ Punctuation** | ***Develop/ Deepen their understanding of the concepts:***   * 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 year 4:***   * 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 and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | ***Develop/ Deepen their understanding of the concepts:***   * 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 year 4:***   * 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 and understand the grammatical terminology in discussing their writing:***  determiner pronoun, possessive pronoun, adverbial | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, 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   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***use the diagonal and horizontal strokes that are needed to join letters consistently*** | | | | | ***Linked to phonics, spellings, 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   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***use the diagonal and horizontal strokes that are needed to join letters consistently*** | | | | | | |