Year 4 Autumn

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to spell:* Words that are homophones
* Words with the prefix ’in-’ meaning ‘not’
* Words with the prefixes ’il-’, ‘im-’ and ‘ir-’
* Words with the prefix ’sub-’ meaning ‘below’ or further divided
* Words with the prefix ’inter-’ meaning ‘between or among’
* Words from spelling list: strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe
* Words ending in ’-ation’
* Words ending ’-ly’ (Y2)
* Words ending ’-lly’
* Words where ‘ch’ makes a /sh/ sound
* Words from spelling list: favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous
* Words ending in ’-sion’
 | Pupils should revise and be secure:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)

Pupils should be taught to:* Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4)
 | Pupils should revise and be secure:* Use familiar punctuation correctly
* Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3)
* Begin to use inverted commas to punctuate direct speech (Y3)

Pupils should be taught to:* Use inverted commas and other punctuation to indicate direct speech
* Use commas after fronted adverbials
 | Pupils should revise and be secure:* Express time, place and cause using conjunctions, adverbs and prepositions (Y3)
* Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3)
* Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)

Pupils should be taught to:* Know the grammatical difference between plural and possessive plural s
* Use Standard English forms for verbs inflections instead of local forms e.g we were not we was
* Use fronted adverbials correctly
* Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
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| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3)
* Compose and rehearse sentences orally increasing the range of sentence structures (Y3)
* Use simple organisation devices in non-fiction writing (Y3)
* Write for a range of real purposes ad audiences (Y3)
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)

Pupils should be taught to:* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)
* Write about settings, characters and plots in narratives (Y3)
* Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
* Proof read for spelling and punctuation errors (Y3)
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3)
* Plan their writing by discussing and recording ideas (Y3)
* Use paragraphs to organise ideas around a theme
* Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition
 | **Tuesday**Write a diary extract from the man’s viewpointWrite a description of the old lady and her houseWrite their own story based on a different animal**How to be a Viking**Write their own story based on overcoming fearsWrite a fact file about Vikings**The Present**Write a story about having a change of heartWrite a character description of their own characterWrite an information leaflet about buying and owning a pet**The Wish granter** Write a setting description of the town squareWrite an explanation text of how the machine worksWrite a job description for a new Wishgranter | subordinationco-ordinationgenrethird personfirst personpersonal pronounapostrophe Standard Englishadverbsynonymsdialogueconjunction bullet pointsinverted commastime adverbials/conjunctionsparagraphreporting clauseprepositionclausesubordinate clausemain clauseexpanded noun phrase | formalinformalrhetorical questionsheadings sub-headingsemotive languagepersuasive language consonantvowel fronted adverbialdirect speechreported speechfigurative language |

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to:* Words ending in ’-ous
* Words ending in ’-ous’ incl. those where ‘ge’ from the base word remains
* Words where a suffix is added to words ending in ‘y’
* Words ending in ’-ious’ and ‘eous’
* Words from spelling list: extreme, although, breath, caught, different, exercise, medicine, thought, business, possession
* Words where ‘au’ makes an /or/ sound (Y2)
* Words ending in ’-tion’
* Words ending in ’-sion’ (Y3)
* Words that are adverbs of manner\*
* Words from spelling list: surprise, separate, group, height, potatoes, though, particular, through, caught, woman
 | Pupils should revise and be secure:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)

Pupils should be taught to:* Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4)
 | Pupils should revise and be secure:* Use familiar punctuation correctly
* Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3)
* Begin to use inverted commas to punctuate direct speech (Y3)

Pupils should be taught to:* Use inverted commas and other punctuation to indicate direct speech (Y4)
* Use commas after fronted adverbials (Y4)
 | Pupils should revise and be secure:* Express time, place and cause using conjunctions, adverbs and prepositions (Y3)
* Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3)
* Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)

Pupils should be taught to:* Know the grammatical difference between plural and possessive plural s (Y4)
* Use Standard English forms for verbs inflections instead of local forms e.g we were not we was (Y4)
* Use fronted adverbials correctly (Y4)
* Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)
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| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3)
* Compose and rehearse sentences orally increasing the range of sentence structures (Y3)
* Use simple organisation devices in non-fiction writing (Y3)
* Write for a range of real purposes ad audiences (Y3)
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)

Pupils should be taught to:* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)
* Write about settings, characters and plots in narratives (Y3)
* Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
* Proof read for spelling and punctuation errors (Y3)
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3)
* Plan their writing by discussing and recording ideas (Y3)
* Use paragraphs to organise ideas around a theme (Y3)
* Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition (Y3)
 | **Journey (LS) (Modern)**Purpose – to entertainAudience – write a story about going to a new place**Barnabas Project (LS) (Modern)**Purpose – to persuadeAudience – write a persuasive argument to not test animals to send to a cosmetic companyPurpose – to informAudience – write a newspaper report for display**Tadeo Jones (film/ Historical)**Purpose – to entertainAudience – write a diary entry in the role of Tadeo Jones to perform | subordinationco-ordinationgenrethird personfirst personpersonal pronounapostrophe Standard Englishadverbsynonymsdialogueconjunction bullet pointsinverted commastime adverbials/conjunctionsparagraphreporting clauseprepositionclausesubordinate clausemain clause | formalinformalrhetorical questionsheadings sub-headingsemotive languagepersuasive language consonantvowel fronted adverbialdirect speechreported speechfigurative languageregularirregular verbs |

Year 4 Spring

Year 4 Summer

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught spell:* Words ending in ’-cian’
* Words that are homophones
* Words spelled with ‘c’ before ‘i’ and ‘e’
* Words containing ‘sol’ and ‘real’ \*
* Words containing ‘phon’ and ‘sign’ \*
* Words with the prefixes ’super-’, ‘anti-’ and ‘auto
* Words with the prefix ’bi-’ meaning ‘two’ \*
* Words from the spelling list: guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
* Words that are plurals with possessive apostrophes
* Revision

\*extra rules on Willow Curriculum | Pupils should revise and be secure:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)

Pupils should be taught to:* Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4)
 | Pupils should revise and be secure:* Use familiar punctuation correctly
* Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3)
* Use commas after fronted adverbials (Y4)

Pupils should be taught to:* Use inverted commas and other punctuation to indicate direct speech (Y4)
* Indicate possession by using the possessive apostrophe with plural nouns
 | Pupils should revise and be secure:* Express time, place and cause using conjunctions, adverbs and prepositions (Y3)
* Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)
* Use fronted adverbials correctly (Y4)

Pupils should be taught to:* Know the grammatical difference between plural and possessive plural s (Y4)
* Use Standard English forms for verbs inflections instead of local forms e.g we were not we was (Y4)
* Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)
* Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3)
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| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3)
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* Use simple organisation devices in non-fiction writing (Y3)
* Write for a range of real purposes ad audiences (Y3)
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)

Pupils should be taught to:* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)
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* Proof read for spelling and punctuation errors (Y3)
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3)
* Plan their writing by discussing and recording ideas (Y3)
* Use paragraphs to organise ideas around a theme (Y3)
* Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition (Y3)
 | **The River by Tom Percivel (Modern)**Purpose – to informAudience – write a diary entry form RowanPurpose – to entertainAudience – write a new story about Rowan and the bird**Midsummer’s Night Dream (Historical)**Purpose – to entertainAudience - Write a recount of the story from a character’s viewpoint to share with parents**Pigeon Impossible (film)**Purpose – to entertainAudience – write contrasting viewpoints of the story (pigeon and agent) to share with Y3**Rhythm of the Rain (poetry/Modern)**Purpose – to entertainAudience – write a poem (Waterfalls song by Zaro Weil) about the weather to perform for class assemblyPurpose – to explainAudience – write an explanation text (informal/formal) | subordinationco-ordinationthird personfirst personpersonal pronounStandard Englishsynonymsdialogueconjunction inverted commastime adverbials/conjunctionsparagraphreporting clauseprepositionclausesubordinate clausemain clause | formalinformalrhetorical questionsheadings sub-headingsemotive languagepersuasive language consonantvowel fronted adverbialdirect speechreported speechfigurative languagesimilesmetaphorsprefixregularirregular verbspossessive apostrophe |