Year 4 Autumn

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| **Spelling** | **Handwriting** | **Punctuation** | | **Grammar** | | |
| Pupils should be taught to spell:   * Words with ‘aw’ spelt with augh or au. * Words with the prefix ’in-’ meaning ‘not’ * Words with the prefix ‘im-‘ before a root word starting with m or p * Words with the prefixes ’il-’ and ‘ir-’ * Words that are homophones * Words ending in ’-sion’ * Words ending in ‘-ssion. * Words ending in –‘tion’ * Words ending in ‘-cian’ * Word with ‘ough’ making long o, oo, o sound | * 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 | * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use commas after fronted adverbials | | * Express time, manner, place and cause using conjunctions, adverbs and prepositions * Use the forms of ‘an or a’ according to whether the next words begins with a consonant or vowel * Use fronted adverbials correctly * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was * Use noun phrases expanded by the addition of modifying adjectives * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition * Use the present tense correctly * Use past tense correctly, including both the present perfect form of verbs, in contrast to the simple past tense * Write a range of sentences with more than one clause by using subordination and co-ordination | | |
| **Texts for the Term** | | | **Composition** | | **Terminology** | |
|  | | | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary * Compose and rehearse sentences orally increasing the range of sentence structures * Draft and write by organising paragraphs around a theme. * Draft and write by creating settings, characters and plot in narratives. * Draft and write using simple organisational devices in non-narrative, e.g. headings and subheadings. * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements * Plan their writing by discussing and recording ideas * In narrative, use paragraphs as a way to group related material | | subordination  co-ordination  third person  first person  personal pronoun  Standard English  synonyms  dialogue  conjunction  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  emotive language  persuasive language  consonant  vowel  fronted adverbial  direct speech  reported speech  figurative language  similes  metaphors  prefix  regular  irregular verbs  possessive apostrophe |

Year 4 Spring

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| **Spelling** | **Handwriting** | **Punctuation** | | **Grammar** | | |
| Pupils should be taught spell:   * Words that are homophones or near homophones * Words with suffix -ation * Words with prefixes ‘sub-‘ meaning under and ‘super’ meaning above * Plural words with plural possessive apostrophes * Words with ‘sc’ to make s sound. * Words with soft c spelt with ‘ce’ * Words with soft c spelt ‘ci’ * Word families based on common words showing how words are related in form and meaning * Words from the spelling list: length, strength, purpose, history, different, difficult, separate, suppose, therefore, knowledge | * 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 | * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings * Use commas after fronted adverbials * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use inverted commas and other punctuation to indicate direct speech | | * Express time, manner, place and cause using conjunctions, adverbs and prepositions * Use the forms of ‘an or a’ according to whether the next words begins with a consonant or vowel * Use fronted adverbials correctly * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was * Use noun phrases expanded by the addition of modifying adjectives * Use noun phrases expanded by the addition of prepositional phrases * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition * Use the present tense correctly * Use past tense correctly, including both the present perfect form of verbs, in contrast to the simple past tense * Write a range of sentences with more than one clause by using subordination and co-ordination | | |
| **Texts for the Term** | | | **Composition** | | **Terminology** | |
|  | | | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary * Compose and rehearse sentences orally increasing the range of sentence structures * Draft and write by organising paragraphs around a theme. * Draft and write by creating settings, characters and plot in narratives. * Draft and write using simple organisational devices in non-narrative, e.g. headings and subheadings. * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements * Plan their writing by discussing and recording ideas * In narrative, use paragraphs as a way to group related material | | subordination  co-ordination  third person  first person  personal pronoun  Standard English  synonyms  dialogue  conjunction  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  emotive language  persuasive language  consonant  vowel  fronted adverbial  direct speech  reported speech  figurative language  similes  metaphors  prefix  regular  irregular verbs  possessive apostrophe |

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | | |
| * Words with prefix ‘inter’ meaning between or among * Words with prefix ‘anti-‘meaning against * Words with prefix ‘auto-‘meaning self or own * Words with prefix ‘ex-‘meaning out * Words with prefix ‘non’ meaning not * Words ending in -ar or -er * Words with suffix ’-ous’ with no change to root word * Words with suffix ‘-ous’ with no root word * Words with suffix ‘-ous’ with root words ending in y or our * Words with suffix ‘-ous’ where root word e is dropped. * Adverbials of frequency * Adverbials of manner | * 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 | | * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings * Use commas after fronted adverbials * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use inverted commas and other punctuation to indicate direct speech * Indicate possession by using the possessive apostrophe with plural nouns | * Express time, manner, place and cause using conjunctions, adverbs and prepositions * Use the forms of ‘an or a’ according to whether the next words begins with a consonant or vowel * Use fronted adverbials correctly * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was * Use noun phrases expanded by the addition of modifying adjectives * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition * Use the present tense correctly * Use past tense correctly, including both the present perfect form of verbs, in contrast to the simple past tense * Write a range of sentences with more than one clause by using subordination and co-ordination * Use noun phrases expanded by the addition of prepositional phrases * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Know the grammatical difference between plural and possessive plural s | | |
| **Texts for the Term** | | **Composition** | | | **Terminology** | |
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Year 4 Summer