

Year Four

Spellings / phonics	To understand where to place apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) . To understand the grammatical difference between plural and possessive.
	To apply strategies from new curriculum appendix to all written work
	To spell homophones or near homophones e.g. peace/piece, affect/effect, brake/break, male/mail (see word list in National Curriculum 2014)
	To spell all words in word list for years 3 and 4 (see National Curriculum 2014)
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
Handwriting	Be joining all writing in a cursive style confidently with entry strokes Regular handwriting practise with focus on increasing speed.
Sentence construction	To reread own writing to check for grammatical sense (coherence) and accuracy (agreement). To ensure Standard English is applied rather than local spoken forms (e.g. <i>we were</i> not <i>we was</i>) To identify errors and to suggest alternative constructions.
	To use fronted adverbials to add detail to sentences and to link sections of text e.g Later that day, I heard the bad news.
	To use expanded noun phrases in-order to modify adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict teacher with curly hair.
	To use pronouns or nouns appropriately across sentences to aide cohesions and avoid repetition.
	To ensure sentences are joined in more complex ways by using a wider range of conjunctions: using conjunctions to express time and cause (e.g. when, before, so, after, while, because, although) using adverbs to add detail (then, next, soon, therefore) using prepositions to add detail (before, after, during, after, in, because of)
Sentence types to be taught	<ul style="list-style-type: none"> • ___ed opener • 'Drop in' sentence • If, then sentence • Revise and embed all previous sentence types.
Punctuation	To practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing. To use commas after fronted adverbials e.g Later that day, I heard the bad news.
	To use inverted commas and other punctuation to indicate direct speech e.g. a comma after reporting clause: end punctuation with inverted commas e.g. The conductor shouted, "Sit down!"
	To begin to use the apostrophe accurately to mark possession - singular and plural e.g. the girl's books, the boys' boots.
	To demarcate sentences correctly using ! ? , . '
	To use paragraphs to organise ideas around a theme.

	Topic	Examples	Terminology	Importance
Key Grammar principles to be taught	Use adverbs to modify verbs	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i>	Adverb	Medium
	Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal.</i> <i>He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i>	Conjunction Clause Sentence Subordinate clause	High
	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over</u> the wall.</i>	Preposition Phrase	High (in terms of chn <u>using</u> such phrases in writing)
	Person - understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3 rd or the 1 st person. <i>The dog wandered down the street looking for cats and food.</i> <i>I wandered down the street looking for my dog.</i>	Verb	High
	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.</i>	Adverb	Medium
	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. <i>After the door slammed, the class sat in total silence.</i> <i>As light as a bird, the glider disappeared into the clouds.</i>	Comma	Medium

	Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u> : 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i>	Pronoun	Medium
	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech	High
	Use the possessive apostrophe	Use for singular and plural nouns. <i>Joanna's temper was rising fast.</i> <i>He really wanted his brother's football shirt.</i> <i>All the dogs' dinners had been stolen.</i>	Apostrophe	Medium
	Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. <u><i>In total silence</i></u> , the children tiptoed along the corridor. <u><i>Without blinking</i></u> , Max stared into all their yellow eyes.	Adverbial Phrase	Low
Speaking	Offer reasons and evidence for their views, considering alternative opinions			
	Respond appropriately to the contributions of others in the light of differing viewpoints			
	Tell stories effectively and convey detailed information coherently for listeners			
	Use and reflect on some ground rules for sustaining talk and interactions			
Group Discussion and Interaction	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor			
	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans			
	Identify the main points of each speaker, compare their arguments and how they are presented			
Listening and Responding	Listen to a speaker, make notes on the talk and use notes to develop a role-play			
	Compare the different contributions of music, words and images in short extracts from TV programmes			
	Identify how talk varies with age, familiarity, gender and purpose			
Drama	Create roles showing how behaviour can be interpreted from different viewpoints			
	Develop scripts based on improvisation			
	Comment constructively on plays and performances, discussing effects and how they are achieved			
Terminology children MUST know by the end of Year 4				
Determiner , pronoun, possessive pronoun, adverbial				

Context for Learning	Context for Learning	Context for Learning
The Rotten Romans	Imaginary worlds	Great British Icons
Term 1	Term 2	Term 3
Stories set in historical settings Information Text Poetry: Creating Images	Stories set in imaginary worlds Explanation texts Poetry: Exploring Form Plays	Stories from other cultures Issues and Dilemmas Recount Persuasion Newspaper
Suggested texts The Great Kapok Tree by Lynne Cherry Legend of Romulus and Remus Tale of Boudicca Poems by James Carter and Grace Nichols The Vanishing Rainforest by Richard Platt Where the Forest meets the Sea by Jeannie Baker The Shaman's Apprentice by Lynne Cherry Mirror by Jeannie Baker Rainforest Rough Guide Maps by Aleksandra Mizielinska Escape from Pompeii by Christina Balit Horrible histories Romans on the Rampage by Jeremy Strong A selection of non-fiction texts is also borrowed from the library and used to teach Information texts.	Suggested texts Extracts from The Wizard of Oz by L Frank Baum Lion Witch & Wardrobe by CS Lewis Flotsam by David Weisner Tuesday by David Weisner Spiderwick Chronicles by Holly Black and Tony Diterlizzi The Dragon Machine by Helen Ward The Iron Man by Ted Hughes The Wonder by Faye Hanson Film clips - Wallace and Gromit	Suggested texts The Tin Forest by Helen Ward Stig of the Dump by Clive King How to Live forever by Colin Thompson Bill's New Frock by Anne Fine One Man band - Pixar clip Christophe's story by Nicki Cornwell Journey to Jo'burg by Beverley Naidoo The Scarab's Secret by N Would Major Glad, Major Dizzy by Jan Oke The Dragon Slayer film clip
Additional Writing opportunities within this term	Additional Writing opportunities within this term	Additional Writing opportunities within this term
Newspaper report - linked to invasion of the Romans Persuasion - Join the Roman army Instructions - Roman recipe Diary entry Letter writing Character description Setting description	Letters Diary entries Setting description Character descriptions	Information text Diary entries Letters Newspaper reports