



Year 4 Autumn Term			
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<p>VOCABULARY, GRAMMAR AND PUNCTUATION</p> <p>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></p> <ul style="list-style-type: none"> ▶ Use commas to mark clauses in complex sentences. ▶ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▶ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ▶ Use commas after fronted adverbials. ▶ Use paragraphs to organise writing in fiction and non-fiction texts. ▶ Plan and write paragraphs (e.g. the opening paragraph) which combines setting and character/s. ▶ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> ▶ Use different sentence structures (see VGP). ▶ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> ▶ Improvise and compose dialogue ▶ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> ▶ Identify, select and effectively use pronouns. ▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> <p>Drafting and Writing - these will be taught throughout all Autumn</p> <ul style="list-style-type: none"> ▶ Develop settings and characterisation using vocabulary to create e.g. emphasis, humour, atmosphere, suspense. ▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> 		<p>NO NONSENSE SPELLING</p> <ul style="list-style-type: none"> ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list). 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use a joined style throughout their independent writing. ▶ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>



The following statements should be taught throughout the year to ensure breadth of study. A child’s overall judgement will not be affected if they are not met.

Year 4 Spring Term			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▶ Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> o demonstratives: <i>this/that; these/those</i> o possessives: <i>my/your/his/her/its/our/their</i> o quantifiers: <i>some, any, no, many, much, every</i> 	<ul style="list-style-type: none"> ▶ Demonstrate their understanding of Standard and non-Standard English. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Proofread to check for errors in spelling, grammar and punctuation. ▶ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 		



All of the above statements and at least some of the statements in the wider learning indicators should be achieved to gain an overall judgement of ‘greater depth’.

Year 4 Summer Term			
Composition		Transcription	
Vocabulary, grammar, punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ Discuss and record ideas for planning e.g. <i>story mountain</i>, <i>text map</i>, <i>non-fiction bridge</i>, <i>story board</i>, <i>boxing-up text types to create a plan</i>. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Generate and select from vocabulary banks e.g. adverbial phrases, <i>technical language</i>, <i>persuasive phrases</i>, <i>alliteration</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss and propose changes to own and others’ writing with partners/small groups. 	<ul style="list-style-type: none"> ▶ Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▶ Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>. ▶ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>. ▶ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme</i>, <i>chorus</i>. ▶ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>. ▶ Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue</i>, <i>antique</i>. ▶ Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science</i>, <i>scene</i>. ▶ Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb). ▶ The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth</i>, <i>gym</i>, <i>Egypt</i>. ▶ Use the first 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. ▶ Explore and use the possessive apostrophe, e.g. <i>boy’s books</i> (books belonging to a boy) and <i>boys’ books</i> (books belonging to more than one boy). 	