**Year 4**

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| **Grammar- word** | | • Recognise the grammatical difference between plural and possessive –s  • Use 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]  Plus Year 2/3 objectives:  • Form nouns with a range of prefixes [for example super–, anti–, auto–]  • Use a or an according to whether the next word begins with a vowel or con-sonant  • Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]  • Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)  • Use the suffixes –er, –est in adjectives and use –ly in  • Standard English to turn adjectives into adverbs | | | | | | | |
| **Grammar- sentence** | | • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Plus Year 2/3 objectives:  • Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  • Use subordination (using when, if, that, because) and co-ordination (using or, and, but)  • Write sentences with different forms: Statement, question, exclamation or command | | | | | | | |
| **Grammar -Paragraphs** | | • Use paragraphs to organise ideas around a theme  • Use Fronted adverbials [for example, later that day, I heard the bad news.]  • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition  Plus Year 3 objectives:  • Group related ideas into paragraphs  • Use headings and sub-headings to aid presentation  • Expressing time, place and cause using conjunctions, adverbs and prepositions | | | | | | | |
| **Grammar -Tenses** | | • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]  Plus Year 2/3 objectives:  • Use present and past tenses correctly and consistently  • Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | | | | | | | |
| **Grammar - Punctuation** | | • Use commas after fronted adverbials  • Indicate apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]  • Use 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!”]  Plus Year 2/3 objectives:  • Use inverted commas to punctuate direct speech  • Use commas to separate items in a list  • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | | | | | | |
| **Writing - Composition** | | Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings Evaluate and edit: Assess the effectiveness of own and others’ writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors | | | | | | | |
| **Handwriting** | | • Consistently maintains legibility in joined handwriting.  • Legibility and quality of handwriting is consistent (i.e. down strokes of letters are parallel and equidistant).  • Ascenders and descenders are controlled to maintain legibility from line to line.  • To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.  • Children will address inaccuracies by put a line neatly through the error.  • Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.  • Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured. | | | | | | | |
| **Terminology children MUST know by the end of Year 4**  Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.  **Determiner , pronoun, possessive pronoun, adverbial** | | | | | | | | | |
| **Adventurous vocabulary examples** | allegiance anticipation arrogant barren blunder consequence | | diligent dwell elaborate futile hostile inept inevitable loathe | meagre monotonous odious omniscient | optimist persecute predicament primitive | prominent radiating reluctant remorse rigorous | sanctuary smouldering stifle subsequent terrain | trait treacherous vacate vital | trait treacherous vacate vital |

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| Autumn Term | | | | Spring Term | | | | Summer Term | | | |
| Gorilla by Anthony Browne | | Greek Myths by Jean Menzies | | Escape from Pompeii by Christina Balit | | Amazing Islands by Sabrina Weiss,  Koji’s Island by The Literacy Company | | Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company | | Blue John by Berlie Doherty | |
|  | | **Additional texts:**  Tales of Greek heroes by Roger Lancely Green | | **Additional Texts:** Pompeii: A Roman Girl’s Diary by Sue Reid | |  | | **Additional Texts**: The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys | | **Additional Texts:** Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls | |
| **Outcome**: To write a narrative based on the story of ‘Gorilla’  **Greater depth**: To write the narrative from the animal’s viewpoint and include some speech | | **Outcome:**  To make a mini-book of their own Odyssey adventure  **Greater depth**:  Tell one of the stories from Odysseus’s point of view | | **Outcome**: Write the story from the point of view of one of the children **Greater depth**:  Write from the point of view of the captain | | **Outcome**: To write their own version of ‘Koji’s Island’ in the first person from the point of view of the boy in the story. **Greater depth** :  To write the story from the scientist’s point of view. | | **Outcome**: To make a zoo information board for a rainforest exhibit.  **Greater depth**: Include an interactive element, such as a voiceover for a short video | | **Outcome**:  Write a letter in role as an expert containing an explanation about cave formation  **Greater depth**: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination | |
| **Prior Learning (Gateway Keys)**  Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)  • Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)  • Group related ideas into paragraphs (Y3)  • Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3) | | **Prior Learning (Gateway Keys)**  • Develop character and setting  • Group related ideas into paragraphs  • Use conjunctions to express time, place and cause  • Build an increasing range of sentence structures  • Use fronted adverbials | | **Prior Learning (Gateway Keys)**  • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  • Use conjunctions, adverbs and prepositions to express time, place and cause  • Create characters, settings and plot in narrative  • Group related ideas into paragraphs | | **Prior Learning (Gateway Keys)**  • Use past and present tenses correctly and consistently  • Sequence events  • Section story into beginning, middle and end  • Use third person consistently  • Write expanded noun phrases (Y2)  • Use inverted commas to punctuate direct speech | | **Prior Learning (Gateway Keys)**  • Revise use of simple organisational devices in non-narrative material  • Write in the present tense  • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  • Use subordination (when, if, that, because) and coordination (or, and, but)  • Use expanded noun phrases | | **Prior Learning (Gateway Keys)**  • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Group related ideas into paragraphs  • Use past and present tense consistently  • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | |
| **Sentence**  Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials | | **Sentence**  Use Standard English forms for verb inflections.  Extend the range of sentences with more than one clause by using a wider range of conjunctions. | | **Sentence**  Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.  Use Standard English forms for verb inflections | | **Sentence**  Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | | **Sentence**  Build a varied and rich vocabulary.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | | **Sentence**  Build a rich and varied vocabulary and an increasing range of sentence structures  Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms | |
| **Text**  Organise paragraphs around a theme (to organise and sequence more extended narrative structures)  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | **Text**  Build a varied and rich vocabulary | | **Text**  Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) | | **Text**  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | **Text**  Use paragraphs to organise information and ideas around a theme | | **Text**  Use paragraphs to organise information and ideas around a theme | |
| **Punctuation**  Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3) | | **Punctuation**  Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive ‘s’ | | **Punctuation**  Use and punctuate direct speech (using dialogue to show the relationship between characters) | | **Punctuation**  Use and punctuate direct speech  Use commas after fronted adverbials | | **Punctuation**  Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular  Recognise the grammatical difference between plural and possessive ‘s’ | | **Punctuation**  Integrated as revision: The grammatical difference between plural and possessive s | |
| **Vocabulary linked**  **to text** | obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism | | banquet beached challenge democracy fatal glimpse Grecian irresistible maniacs mythical odyssey picturesque plundered poisonous prophet retreat sinuous squadrons tempted tentacles triumph warrior | | haggle protector looming quiver awning bray bolt muffle barren Roman forum tremor pumice molten citizen eruption earthquake excavate | | abandoned archipelago atoll decaying erupting evacuate geothermal geyser hospitable indigenous islet pumice reef remote seismograph shrouded tidal wave volcanic volcanologist | | Aboriginal antennae cacophony camouflaged canopy conservation creek Dreamtime ecotourism endangered environment glimpse habitat mahogany mammals predator rare species survive territorial tropical understorey unfurls vines | | surge gush billow chamber snatch mould clasp enchantment sprawl ebony glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge |
| **YR 3/4 Vocabulary** | believe century consider different difficult earth eight famous favourite history important interest knowledge learn popular possible question remember separate special strength woman/ women | | appear describe disappear famous favourite guide heard heart imagine material occasion popular regular sentence special although through various | | accident believe century continue earth eight experiment extreme history perhaps probably recent reign thought woman women | | answer build calendar centre circle decide different difficult early eighth group island natural position separate strength though | | actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose | |  |
| **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use small details to describe characters  • Use small details for time, place and mood  • Use 1st or 3rd person consistently  • Use tenses appropriately  • Sequence stories in different stages: introduction, build up, climax, resolution | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Create characters which behave in superhuman ways with unusual powers or strong characteristics  • Include a hero and a negative character  • Use small details to describe characters and evoke a response  • Dramatic settings portrayed through description  • Use 1st or 3rd person consistently  • Use tenses appropriately  • Sequence stories in different stages: introduction, build up, climax, resolution  • Fast-moving narration of action | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Write a sequence of events to follow the structure of the model story  • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other  • Use 3rd or 1st person consistently  • Use tenses appropriately  • Add historical detail to describe characters, setting and events | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Sequence stories in different stages: introduction, build-up, climax, resolution  • Create dialogue between characters that shows their relationship with each other  • Use first or third person consistently  • Use small details to describe characters and for time, place and mood | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use specific vocabulary, e.g. fruit bats, and some technical vocabulary, e.g. nocturnal, mammal  • Use precision in technical vocabulary  • Write in present tense  • Use layout features, e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  Explanation  • Use language to explain a process or how something works  • Use some technical vocabulary  • Use simple present tense  • Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of  • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart  Letter  • Choose sentence forms to address the reader directly  • Use fronted adverbials to introduce paragraphs  • Use layout features including an address/date, suitable closing | |