**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 structuresUse 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 speechUse commas after fronted adverbials | **Punctuation** Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singularRecognise 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 flowchartLetter • Choose sentence forms to address the reader directly • Use fronted adverbials to introduce paragraphs • Use layout features including an address/date, suitable closing |