



SPELLING, PUNCTUATION AND GRAMMAR IN YEAR 4

A BRIEF SUMMARY OF THE YEAR 4 EXPECTATIONS IN ENGLISH

ENGLISH

- Spoken Language
- Reading (Word-reading, comprehension)
- Writing (Transcription, Composition and ‘Spelling, Punctuation and Grammar’)

NATIONAL CURRICULUM

“Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and ‘language about language’ listed.”

TIMETABLE

	8:40 8:50	9:00 9:15	9:15 9:45	9:45 10:45	10:45 11:00	11:00 12:00	12:00 12:30	12:30 13:30	13:30 13:45	13:45 15:25	
Monday	REGISTRATION – Handwriting/Maths intervention	SPAG	French (9:15 – 10:00)	English	BREAK	Numeracy	Guided Reading	LUNCH	R4P	Science	
Tuesday		Assembly	SPAG	Numeracy		English	Guided Reading		R4P	Music <small>13:45-2:20</small>	Topic
Wednesday		Assembly		Numeracy		English	Guided Reading		RE	Topic	
Thursday		R4P - Library		Numeracy		English	Guided Reading		RE Music assembly	Topic	
Friday		Assembly		Numeracy		English	Guided Reading R4P Homework		ICT with DP	PE with SPORTS COACH	

SPELLING

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or 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.

PHONEME SPOTTERS

Every so often, we like to move house and decorate our new home. We're always lucky enough to live in picturesque locations. We always use a range of techniques to design and decorate the rooms. There is a very good boutique shop down the road, just passed the mosque. For years, the shop owner, with the great physique, has sold a variety of unique antiques. These are always expensive so we pay by cheque.

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SPELLING FOCUS

Phonemic (words grouped by sound)

- Words with Greek, Latin or French origins

Morphological (words grouped by how they are formed/put together)

- Prefixes
- Suffixes
- Homophones

The background is a dark blue gradient. In the corners, there are white line-art illustrations of circuit boards or neural networks, with lines connecting to small circles.

PHONEMIC OR MORPHOLOGICAL?

STATUTORY SPELLING LIST

- Words that are taught through spelling lessons, writing lessons and other lessons across the curriculum
- Used as a measure of proficiency in spelling, in line with age-related expectations

PUNCTUATION

“Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech”

INVERTED COMMAS (NOT SPEECH MARKS!)

Can you add the punctuation to show direct speech below?

Mrs Quigley, can you believe we have to put up with all of those parents on Monday afternoon asked Mr Gray

Laughing, she replied I know. There are a few nice ones though

GRAMMAR

Pupils should be taught to develop their understanding of the following concepts:
extending the range of sentences with more than one clause by using a wider

- range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

FRONTED ADVERBIALS

Here is an example of a fronted adverbial:

For example:

Comma after fronted clause

Place

1. **Walking down the street,** I fell over my shoelace.

Time

2. **Before break,** I had eaten three bags of crisps.



FRONTED ADVERBIALS

Now you have a go...



The background is a solid teal color with a subtle gradient. In the four corners, there are decorative white line-art elements resembling circuit traces or a stylized tree structure, with small circles at the end of the lines.

RECAP THE TERMINOLOGY

How did you do?

QUESTIONS

