

Year 4 Writing and Grammar, Punctuation and Spelling			
Term	Genre	Composition	GPS
Autumn 1	<p>Recounts</p> <p>Letter</p> <p>Information texts</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure and vocabulary and inform their own writing.</p> <p>Draft and write by: Writing for a variety of different purposes and audiences, showing some features of given form.</p> <p>With support, maintaining accurate tense throughout a piece and use standard verb inflections mostly accurately (we were, rather than we was).</p> <p>Sequencing events clearly, showing how one event leads to another.</p> <p>Evaluate and edit by: Proof-reading their own work and amend spelling and punctuation with increasing confidence.</p>	<p>Vocabulary, Spelling and Punctuation: Recap vocabulary from year 3: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel, inverted commas, noun phrase.</p> <p>Begin to use adverbials of frequency and possibility and recognise these in sentences e.g. regularly, perhaps, maybe</p> <p>Write and know when to start a new paragraph.</p> <p>Use fronted adverbials to begin sentences adding in commas after use.</p> <p>Use prepositions within noun phrases e.g. the teacher expanded to the strict maths teacher with curly hair</p> <p>Spelling: Spell words with 'ai' sound: 'ey', 'eigh'.</p> <p>Spell adverbs ensuring different rules applied with -ly ending e.g. kind=kindly, happy=happily, magic= magically</p> <p>Spell words with 'aw' sound spelt au e.g. caught, naughty.</p>

Autumn 2	<p>Poetry</p> <p>Diary entry</p> <p>Newspapers</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing.</p> <p>Consistently organising work in paragraphs around a theme.</p> <p>Draft and write by: Producing a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Writing in a neat, legible style, consistently using diagonal and horizontal joins.</p> <p>Evaluate and edit by: Evaluating the effectiveness of their own writing, and that of others, and suggesting improvements to grammar and vocabulary.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Vocabulary, Spelling and Punctuation:</p> <p>Terminology for year 4:</p> <p>Determiner, pronoun, possessive pronoun, adverbial.</p> <p>Begin to use adverbials of frequency and possibility and recognise these in sentences e.g. regularly, perhaps, maybe.</p> <p>Write and know when to start a new paragraph.</p> <p>Use fronted adverbials to begin sentences adding in commas after use.</p> <p>Use prepositions within noun phrases e.g. the teacher expanded to the strict maths teacher with curly hair</p> <p>Spelling: Spell words with 'shun' spelt -sion (if root words end in 'se', 'de' or 'd') e.g. division= divide, invasion= invade, persuasion= persuade.</p> <p>Spell words with 'shun' spelt -ssion (if root word ends ss or mit) e.g. expression = express, permission= permit.</p> <p>Spell words with 'shun' spelt -tion (if root word ends in 'te' or 't' or there is no root word) e.g. invention= invent, translation= translate, position</p> <p>Spell words with 'shun' sound spelt -cian (mainly occupations) magician, politician, mathematician.</p>
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Spring 1	<p>Fiction: Recount</p> <p>Non-fiction: Persuasive writing</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing.</p> <p>Consistently organising work in paragraphs around a theme.</p> <p>Draft and write by: Producing a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Writing in a neat, legible style, consistently using diagonal and horizontal joins.</p> <p>Evaluate and edit by: Evaluating the effectiveness of their own writing, and that of others, and suggesting improvements to grammar and vocabulary.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Vocabulary, Spelling and Punctuation: Terminology for year 4: Determiner, pronoun, possessive pronoun, adverbial.</p> <p>Begin to recognise adverbials of manner e.g. awkwardly, curiously.</p> <p>Know and recognise the grammatical difference between plural and possessive 's'.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name and the girls' names.</p> <p>Use inverted commas to indicate direct speech.</p> <p>Spelling: Add prefix il- (before a root word starting with 'l') and -ir (before a root word starting with r) illegal, irrational.</p> <p>Add prefix im- immature, impossible, immortal.</p> <p>Add prefix in- (meaning not/into) inactive, incorrect, inability.</p> <p>Spell words with 'ough' to make a long 'o' 'oo' or 'or' sound e.g. though, although, thought, bought, brought.</p> <p>Spell homophones and near homophones.</p>
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Spring 2	<p>Non-fiction: Information Text</p> <p>Newspaper Report</p> <p>Letter</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing; becoming increasingly able to integrate their own ideas.</p> <p>Consistently organising work in paragraphs around a theme across the range of genres studied.</p> <p>Draft and write by: Producing a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Writing at pace, sustaining a neat, legible style and consistently using diagonal and horizontal joins as taught.</p> <p>Evaluate and edit by: Evaluating the effectiveness of their own writing, and that of others, and suggesting improvements to grammar and vocabulary and discuss reasons for their edits.</p>	<p>Vocabulary, Spelling and Punctuation: Terminology for year 4: Determiner, pronoun, possessive pronoun, adverbial.</p> <p>Begin to recognise adverbials of manner e.g. awkwardly, curiously.</p> <p>Know and recognise the grammatical difference between plural and possessive 's'.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name and the girls' names.</p> <p>Use inverted commas to indicate direct speech.</p> <p>Spelling: Spell nouns ending in the suffix -ation e.g. creation, adoration, sensation.</p> <p>Add the prefixes sub- and super- (meaning under/above) e.g. superman, subhuman.</p> <p>Use plural possessive apostrophes with plural words e.g. girls' boys'.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scent, scissors.</p> <p>Spell words with a soft 'c' spelt 'ce' e.g. centre, certain, recent, notice.</p>
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<p>Summer 1</p>	<p>Non Fiction Instructions</p> <p>Fiction Setting description</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing; becoming increasingly able to integrate their own ideas.</p> <p>Consistently organising work in paragraphs around a theme across the range of genres studied.</p> <p>Draft and write by: Producing a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Writing at pace sustaining a neat, legible style and consistently using diagonal and horizontal joins as taught.</p> <p>Evaluate and edit by: Evaluating the effectiveness of their own writing, and that of others, and suggest improvements to grammar and vocabulary and discuss reasons for their edits.</p> <p>Greater depth: Produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form and drawing on their own reading when making choices about vocabulary and grammar.</p> <p>Make some adventurous and apt vocabulary choices (may be figurative language) based on their reading.</p>	<p>Vocabulary, Spelling and Punctuation:</p> <p>Recognise adverbials within sentences.</p> <p>Use a variety of nouns and pronouns across sentences and within paragraphs to avoid repetition.</p> <p>Use correct form of standard English and recognise this in writing e.g. we were instead of we was.</p> <p>Spelling:</p> <p>Words with the soft c spelt 'ci' e.g. circle, decide.</p> <p>Word families on common words e.g. phone, phonics, microphone.</p> <p>Words ending –ar and –er calendar, peculiar, consider.</p> <p>Adding the prefix –inter e.g. interfere, international.</p> <p>Adding the prefix anti e.g. antisocial, antidote.</p> <p>Adding the prefix auto e.g. automatic, autograph.</p>
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<p>Summer 2</p>	<p>Fiction: Narrative story Instructions</p> <p>Non-fiction: Letters</p>	<p>Plan their writing by: Using similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing; becoming increasingly able to integrate their own ideas.</p> <p>Consistently organising work in paragraphs around a theme across the range of genres studied.</p> <p>Draft and write by: Producing a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Writing at pace sustaining a neat, legible style and consistently using diagonal and horizontal joins as taught.</p> <p>Evaluate and edit by: Evaluating the effectiveness of their own writing, and that of others, and suggest improvements to grammar and vocabulary and discuss reasons for their edits.</p> <p>Greater depth: Produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form and drawing on their own reading when making choices about vocabulary and grammar.</p> <p>Make some adventurous and apt vocabulary choices (may be figurative language) based on their reading.</p>	<p>Vocabulary, Spelling and Punctuation:</p> <p>Recognise adverbials within sentences</p> <p>Use a variety of nouns and pronouns across sentences and within paragraphs to avoid repetition</p> <p>Use correct form of standard English and recognise this in writing eg we were instead of we was</p> <p>Spelling</p> <p>Adding the prefix ex/ non (meaning out/not) eg extend, exchange, non-fiction</p> <p>Adding the suffix –ous (no change to root word) dangerous, poisonous, joyous,</p> <p>Adding the suffix ous (no root word) enormous, hideous, fabulous</p> <p>Adding the suffix –ous (words ending in y become an l and words ending in ‘our’ become ‘or) various, furious, glamorous</p> <p>Adding the suffix ous (words ending in e’ drop the ‘e’ but not if it is ‘ge’) eg famous, nervous, outrageous</p>
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		<p>Can consistently organise work into paragraphs around a theme to add cohesion and aid the reader.</p> <p>Use accurate tenses throughout a piece of writing (will include a mixture of simple and continuous forms).</p> <p>Maintain standard verb inflections.</p>	
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