

Year 4 Writing and Grammar, Punctuation and Spelling

Term	Genre	Composition	GPS
Autumn 1	<p>Fiction Recount Diary Narrative</p> <p>Non-Fiction Letter</p>	<p>Use similar writing to learn from its structure and vocabulary and inform their own writing.</p> <p>Write for a variety of different purposes and audiences, showing some features of given form.</p> <p>Maintain accurate tense throughout a piece and use standard verb inflections mostly accurately (we were, rather than we was).</p> <p>Sequence events clearly, showing how one event leads to another.</p> <p>Proof-read work and amend spelling and punctuation.</p>	<p>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>Use adverbials of frequency and possibility and recognise these in sentences e.g. regularly, perhaps, maybe</p> <p>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>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>Fiction Newspaper article Narrative</p> <p>Non-Fiction Information text</p>	<p>Use similar writing to learn from its structure, vocabulary and grammar and inform their own writing.</p> <p>Consistently organise work in paragraphs around a theme.</p> <p>Produce a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Write in a neat, legible style, consistently using diagonal and horizontal joins.</p> <p>Evaluate the effectiveness of own writing, and that of others, suggesting improvements to grammar and vocabulary.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Terminology for year 4:</p> <p>Determiner, pronoun, possessive pronoun, adverbial.</p> <p>Use adverbials of frequency and possibility and recognise these in sentences e.g. regularly, perhaps, maybe.</p> <p>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>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>Poetry</p> <p>Fiction Narrative</p> <p>Non-fiction: Persuasive letter</p>	<p>Use similar writing to learn from its structure, vocabulary and grammar and inform their own writing.</p> <p>Consistently organise work in paragraphs around a theme.</p> <p>Produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form (will include appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Write in a neat, legible style, consistently using diagonal and horizontal joins.</p> <p>Evaluate the effectiveness of own writing, and that of others, suggesting improvements to grammar and vocabulary.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>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>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>Fiction Newspaper report Diary entry</p> <p>Non-fiction Information text</p>	<p>Use similar writing to learn from its structure, vocabulary and grammar and inform their own writing; be able to integrate own ideas.</p> <p>Consistently organise work in paragraphs around a theme across the range of genres studied.</p> <p>Produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form (will include appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Write at pace, sustaining a neat, legible style and consistently using diagonal and horizontal joins.</p> <p>Evaluate the effectiveness of own writing, and that of others, suggesting improvements to grammar and vocabulary and discuss reasons for their edits.</p>	<p>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>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>Fiction Narrative: setting description Diary entry</p> <p>Non Fiction Instructions Information text</p>	<p>Use similar writing to learn from its structure, vocabulary and grammar and inform own writing; be able to integrate own ideas.</p> <p>Consistently organise work in paragraphs around a theme across the range of genres studied.</p> <p>Produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form (will include appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Write at pace sustaining a neat, legible style and consistently using diagonal and horizontal joins as taught.</p> <p>Evaluate the effectiveness of own writing, and that of others, suggesting 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 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>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>	<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>Spell words with the soft c spelt 'ci' e.g. circle, decide.</p> <p>Spell word families on common words e.g. phone, phonics, microphone.</p> <p>Spell 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>Poetry</p> <p>Fiction Narrative Instructions</p> <p>Non-fiction Informal letter Newspaper article</p>	<p>Use similar writing to learn from its structure, vocabulary and grammar and inform their own writing; be able to integrate own ideas.</p> <p>Consistently organise work in paragraphs around a theme across the range of genres studied.</p> <p>Produce a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form (will include appropriate vocabulary and grammatical structure as well as organisational devices such as subheading and headings in non-narrative writing).</p> <p>Write at pace sustaining a neat, legible style and consistently using diagonal and horizontal joins as taught.</p> <p>Evaluate the effectiveness of own writing, and that of others, suggesting 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 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>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>Add the prefix ex/ non (meaning out/not) eg extend, exchange, non-fiction.</p> <p>Add the suffix –ous (no change to root word) dangerous, poisonous, joyous.</p> <p>Add the suffix ous (no root word) enormous, hideous, fabulous.</p> <p>Add the suffix –ous (words ending in y become an i and words ending in ‘our’ become ‘or) various, furious, glamorous.</p> <p>Add the suffix ous (words ending in e’ drop the ‘e’ but not if it is ‘ge’) e.g. famous, nervous, outrageous.</p>
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