

Year 4: Levels 3B – 4C

For your weekly spellings please use the relevant spelling lists for your Literacy Skills Group.

Key Grammar Objectives

Verbs/Adverbs

- Standard English forms for verb inflections (we were instead of we was)
- Fronted adverbials

Nouns/Adjectives

- Difference between plural and possessive
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Grammar & Punctuation Objectives linked to English Curriculum

(Narrative story)

- To identify apostrophes which mark singular and plural possession.
- To use apostrophes to mark singular and plural possession.
- To understand how to paragraph direct speech.
- To use expanded noun phrases, through the use of adjectives and prepositions, e.g. The brown leather gas mask around his neck... and to identify the determiner in the noun phrase.

(Journalistic recount)

- To understand the difference between direct and reported speech.
- To use inverted commas for quotes.
- To use formal language.
- To review what a clause is.
- To identify main and subordinate clauses in complex sentences.

(Narrative fantasy)

- To choose nouns or pronouns (including possessive pronouns) appropriately for clarity and cohesion and to avoid repetition.
- To use conjunctions, adverbs and prepositions to express time and cause.
- To use commas after fronted adverbials.
- To consistently write in the past tense, third person.
- To identify apostrophes which mark singular and plural possession.
- To understand how to paragraph direct speech.

(Poetry)

- To investigate the use of punctuation in poems and explain how it has been used.

(Persuasion and argument)

- To construct complex sentences by adding a subordinate clause.
- To alter sentence structure by moving the position of the subordinate clause.
- To write short, simple sentences for emphasis.
- To identify and use illustrating connectives.

(Recount/Diary)

- To construct adverbial phrases to give more information on action taking place.
- To use commas after fronted adverbials.

(Explanation)

- To construct complex sentences by adding a subordinate clause.
- To use causal connectives to link clauses in a sentence.
- To use brackets after subject-specific vocabulary to explain meaning.

(Narrative – describing setting/character/atmosphere)

- To create tension using punctuation for dramatic pauses.
- To construct expanded noun phrases and verb phrases that provide extra detail.
- To use dashes to separate clauses in a sentence.
- To vary sentence length for effect.

(Script Writing)

- To identify how punctuation is used for dramatic effect, e.g. ellipsis, exclamation marks.
- To identify and write short sentences for dramatic effect and to explain their purpose.
- To use commas after adverbial openers.
- To use powerful verbs and adjectives.

(Explanation – based on non-fictional text)

- To identify the clause which is the 'cause' and the clause which is the 'effect'.
- To identify illustrating connectives and the clause it relates to.
- To consistently write in the present tense.

(Narrative: Issues and dilemmas)

- To use inverted commas to demarcate direct speech.
- To start a new paragraph when another character speaks.
- To choose appropriate pronoun or noun within and across sentences to aid cohesion and to avoid repetition.

(Chapter book)

- To vary sentence length for effect.
- To identify and write both direct and indirect speech
- To use inverted commas for direct speech.
- To use a comma after the reporting clause when using direct speech, e.g. The conductor shouted, 'Sit down!'
- To choose appropriate pronoun or noun within and across sentences to aid cohesion and to avoid repetition.

(Non-chronological report)

- To know the difference between the passive and active voice and to write in the passive voice to aid formality.
- To use dashes to separate clauses in a sentence.

(Narrative from another culture)

- To vary sentence length for effect.
- To use dashes to separate clauses in a sentence.
- To use ellipses for pauses and to create suspense.