**Year 4 SPAG Long Term Plan**

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| **Grammar*** **sentence types (statement, command, question, exclamation)**
* **coordinating conjunctions (using acronym ‘fanboys’)**
* **expanded noun phrases (including adding a prepositional phrase)**
* **tense (past simple, present simple)**
* **tense (past progressive, present progressive)**
* **tense (past perfect, present perfect)**
* **subordinating conjunction (using acronym ‘a white bus’)**
* **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]**
* **prepositions**
* **appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition**
* **adverbs (time, reason, manner, place)**
* **fronted adverbials**
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| **Punctuation*** **capital letters**
* **full stops**
* **exclamation marks**
* **question marks**
* **inverted commas**
* **apostrophes (omission and possession)**
* **commas (to separate words in a list)**
* **commas (to separate an independent clause from a subordinate clause)**
* **commas (to mark a fronted adverbial of time, reason, manner or place)**
 | **Terminology*** **conjunction**
* **preposition**
* **word family**
* **prefix**
* **clause**
* **subordinating clause**
* **direct speech**
* **consonant**
* **vowel**
* **inverted commas**
* **determiner**
* **pronoun**
* **possessive pronoun**
* **adverbial**
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| **Spelling- Year 4**Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term) Learn words from personal listsPupils need sufficient knowledge of spelling in order to use dictionaries efficientlyWrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Autumn**  | **Spring**  | **Summer** |
| **GPCs (Revisit from Y3)**• the /eɪ/ sound spelt ei, eigh, or ey (vein, neighbour, they) • the /k/ sound spelt ch (chorus, character, scheme)• the /ʃ/ sound spelt ch (chef, brochure, machine)• The /ʌ/ sound spelt ou (young, touch, double)**Word endings**Words Ending /ure/ (e.g treasure, measure) **Prefixes and Suffixes**• Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ • Adding suffixes beginning with vowel letters to words of more than one and syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) **Homophones** peace/piece, main/mane, fair/fare **Apostrophe** Possessive apostrophe with singular proper nouns (Cyprus’s population) **Proofreading:**Teach proofreading strategies | **GPCs (Revisit from Y3)**• the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt)• words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ • the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt)**Rare GPCs** The /g/ sound spelt ‘gu’ **Word endings**The ending sounding like /tʃə/ is often spelt –ture’ (e.g creature, furniture) Endings which sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (e.g invention, comprehension, expression, magician) **Prefixes and Suffixes** Prefixes ‘anti-’ and ‘inter- ’ / Suffix ‘-ation’ **Homophones** scene/seen, male/mail, bawl/ball **Apostrophe** Revise contractions from Year 2 Possessive apostrophe with plurals **Proofreading:**Model how to use various strategies in proofreading, including using a dictionary. | **Revisit** Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. **Rare GPCs** Words with the /s/ sound spelt ‘sc’ (Latin in origin) **Word endings** Endings which sound like /ʃən/, spelt –sion (e.g division, confusion) **Prefixes and Suffixes** Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous) **Homophones** whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem **Apostrophe** Apostrophe for possession, including singular and plural. Revise contractions from Year 2 and plural apostrophe rules.**Proofreading:**Check writing for misspelt words that are on the Years 3/4 word list.  |

**In Year 3 children should be taught to:**

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| **New joins: Joins from p and b :** |  **to a short letter:** |  **pi, be** |
|  **to an ascender:** |  **ph, bb** |
|  **to an anticlockwise letter:** |  **po, ba** |

**Handwriting in Year 4**

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| The main aims during this year are for children to begin to slope their handwriting and to make sure that the size and proportions of all letters, and the spaces between letters and words, are consistent and even. Attention is also given to keeping ascenders and descenders parallel.* Formation of capitals and small letters should now be familiar and secure.
* Break letters: **g, j, y, x and z**
* By this stage, children should be secure at joining and able to use joined-up writing for most of their work. Children will be beginning to practise writing in ink.
* Opportunities will also be provided for children to practise writing at increased speed so that they can produce longer pieces of writing with greater ease.
* There is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns.
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**Writing in Year 4 (Composition)**

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| Pupils should be taught to plan their writing by | * discussing writing similar to that which they are planning to write in order to understand and learn from its structure,

vocabulary and grammar * discussing and recording ideas
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| Pupils should be taught to draft and write by:  | * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
* organising paragraphs around a theme
* in narratives, creating settings, characters and plot
* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
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| Pupils should be taught to evaluate and edit by:  | * assessing the effectiveness of their own and others’ writing and suggesting improvements
* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in

sentences |
| Pupils should be taught to proof-read for spelling and punctuation errors  |
| Pupils should be taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  |