



Coplestone Primary School

A Guide to English in Year 4

In Year 4, children will be encouraged to become more accurate in their writing. They will be thinking carefully about the setting, characters and plot in their stories and how to structure a text. Children will build on their knowledge of adverbials, prepositions, and conjunctions. Children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.

By the end of Year 4, children will be able to use a range of sentence structures and will be familiar with the following terminology:

Writing composition, punctuation and grammar

Objective	Glossary
I can use inverted commas to punctuate direct speech	inverted commas <ul style="list-style-type: none">• Punctuation marks used to show direct speech in a sentence. Previously known as speech marks direct speech <ul style="list-style-type: none">• A sentence where the exact words spoken are represented, and shown in inverted commas e.g. "Tidy your room, please," said Mum.
I can use fronted adverbials	fronted adverbials <ul style="list-style-type: none">• Words or phrases at the beginning of a sentence used like adverbs to describe the action that follow e.g. With a happy smile, she skipped into the room.
I can begin to use a comma after a fronted adverbial	comma , <ul style="list-style-type: none">• A punctuation mark used to indicate where the adverbial ends at the front of the sentence. The comma is placed before the verb e.g. Yesterday, I went to the park. Earlier today, I went to the shops.

<p>I can use paragraphs to organise my writing</p>	<p>paragraph</p> <ul style="list-style-type: none"> • A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence
<p>I can extend my sentence by using a wider range of conjunctions</p>	<p>conjunction</p> <ul style="list-style-type: none"> • A conjunction is a word, or words, used to connect two clauses together <p>clause</p> <ul style="list-style-type: none"> • Groups of words that contain a subject and a verb e.g. In the sentence, 'The squirrel darted up the tree.' <i>squirrel</i> is the subject (the thing or person carrying out the main action) <i>darted</i> is the verb (used to describe an action, occurrence or state) <p>co-ordinating conjunctions</p> <ul style="list-style-type: none"> • Used to join together two clauses in a sentence. However, the clauses need to make sense on their own e.g. 'I had a terrible cold. I still went to work.' can be joined to create, 'I had a terrible cold but I still went to work.' • The conjunctions taught in Year 4 are: 'and', 'but', 'or', 'nor', 'yet', and 'so' <p>subordinating conjunction</p> <ul style="list-style-type: none"> • The part of a sentence that adds additional information to the main clause e.g. 'I will go out to play.' can become, 'I will go out to play if it stops raining.' • The main subordinating conjunctions children will use in Year 4 are: 'when', 'if', 'as', 'because', 'although', 'before', and 'while'
<p>I can use conjunctions to express time and cause</p>	<p>conjunctions of time</p> <ul style="list-style-type: none"> • Words that tell us <i>when</i> something happens The conjunctions of time taught in Year 4 are: 'before', 'after', 'as', 'while', 'since', and 'until' Some examples are: Maggie could play the piano before she was five. I went to the park after I visited my gran. Pick up your coat and bag as you leave the classroom. Joe listened to music while he did his homework. Tom and Joe have been friends since childhood. Wait here until I come back.

<p>I can use adverbs to express time and cause</p>	<p>adverbs</p> <ul style="list-style-type: none"> • Adverbs modify verbs, adjectives and clauses • Adverbs of time mainly modify verbs and tell us when something happens <p>The main adverbials of time taught in Year 4 are: 'then', 'next', 'soon', 'yesterday', 'eventually', and 'later'</p>
<p>I can use prepositions to express time and cause</p>	<p>prepositions</p> <ul style="list-style-type: none"> • A linking word in a sentence, used to show where things are in time or space e.g. 'under', 'after', 'next', 'behind', 'during', 'in', 'because of'
<p>I can indicate possession by using the possessive apostrophe with plural nouns</p>	<p>possessive apostrophe</p> <ul style="list-style-type: none"> • An apostrophe used before the letter s to show ownership e.g. This is Sally's coat. Here is Tim's football.
<p>I can use the perfect form of verbs to show the relationship between time and cause</p>	<p>verb forms</p> <ul style="list-style-type: none"> • The 'perfect' tenses are usually used to talk about actions that are completed by the present or a particular point in the past or future <p>present perfect</p> <ul style="list-style-type: none"> • Describes actions that are completed at an unspecified time before this moment. 'Have' or 'has' are used with the past participle of the main verb e.g. I <u>have</u> cycled two miles already. She <u>has</u> started to feel ill in the last few hours. <p>past perfect</p> <ul style="list-style-type: none"> • Is used to talk about actions that were completed before some point in the past. 'Had' is used with the past participle of the main verb e.g. The film was boring because I <u>had</u> already seen it. I <u>had</u> just finished cooking dinner when my guests arrived. <p>future perfect</p> <ul style="list-style-type: none"> • Used for actions that will be completed before some other point in the future. It relies on the word 'will' to indicate that something will happen in the future e.g. I will go to the park tomorrow. Kate will start university in September.

I can use expanded noun phrases

noun phrase

- A small group of words that does not include a verb e.g. The lake.
A dog.

expanded noun phrase

- Gives you extra information about the noun e.g. The beautiful blue lake.
A brown spotty dog.

I can use appropriate nouns and pronouns within and across sentences

noun

- A naming word for things such as, animals, people, places and feelings.
There are various different noun categories that all serve a different purpose but can at times overlap each other

common nouns

- Refer to general things such as dog, morning, coat and cup

proper nouns

- Are names that identify something or someone, person, or place. Proper nouns should also be capitalised when written e.g. Sally, Coplestone, England

abstract nouns

- Represent things that are concepts or ideas such as love, friendship, knowledge, and beauty

pronouns

- Words that can be used instead of a noun. Pronouns are used so we don't have to repeat words. Some examples are: 'he', 'she', 'it', 'they'

possessive pronouns

- Help to identify who owns something e.g. 'yours', 'his', 'hers', 'ours', 'theirs'

determiner

- A word which modifies a noun within a sentence, giving it more context for the reader e.g. the pencil, a pencil, this pencil, that pencil, his pencil, her pencil, some pencils

I can use headings and sub-headings

headings

- The title of a piece of writing, usually used for non-fiction

sub-headings

- A mini-title given to a section or paragraph within a main piece of writing. They are smaller in size than the main headline but larger than the paragraph text of the article

Spelling

Objective	Glossary
I can spell words with additional prefixes and suffixes and understand how to add them to root words	<p>root word</p> <ul style="list-style-type: none">• A root word has no prefix or suffix - it's the most basic part of a word <p>prefix</p> <ul style="list-style-type: none">• A string of letters that is added to the beginning of a root word to change its meaning. Alongside revising the prefixes taught in Year 3, the prefixes learnt in Year 4 are: 're', 'sub', 'inter', 'super', 'anti', 'auto' <p>suffix</p> <ul style="list-style-type: none">• A string of letters that go at the end of a root word, changing or adding to its meaning. The suffixes learnt in Year 4 are: 'ly', 'ation', and 'ous'
I recognise and spell homophones	<p>homophones</p> <ul style="list-style-type: none">• Words that sound the same but have different meanings <p>Some have different spellings and meanings but sound the same e.g. there/their/they're</p> <p>Some are spelt the same but have different meanings e.g. 'fair' (Let's go to the fair! / That's not fair)</p>
I can spell some of the Year 3/4 common exception words	<p>common exception words</p> <ul style="list-style-type: none">• Words in which the English spelling code works in an unusual or uncommon way. They may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way• Years 3 and 4 has their own set of common exception words to learn
I can apply the spelling rules taught in Year 4	<p>spelling rules</p> <ul style="list-style-type: none">• Children will be taught guidelines or 'rules' to help them spell accurately• Children have access to Spelling Shed online to support them in their practising of spellings at home

Handwriting

<p>I can begin to use some of the diagonal and horizontal strokes needed to join letters</p>	<p>cursive handwriting</p> <p><i>cat beautiful dancing</i></p>
<p>I show that I know which letters are best left unjoined</p>	<p>possible unjoined letters</p> <ul style="list-style-type: none">• children may choose not to join <i>q</i> <i>x</i> and <i>z</i>
<p>My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</p>	<p>ascender</p> <ul style="list-style-type: none">• The upwards part of a letter that exceeds the main line of writing. Lower case letters that have ascenders are: <p><i>b, d, f, h, i, j, k, l, t</i></p> <p>descender</p> <ul style="list-style-type: none">• The portion of a letter that extends below the writing line. Lower case letters that have descenders are: <p><i>f, g, j, p, q, y</i></p>