Parents’ Support Guide to Spelling, Punctuation and Grammar in Year 4.

**Writing**

**By the end of Year 4 most children should know.,,**

* How to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict teacher with curly red hair).
* How to use figurative language such as similes and metaphors (e.g. he was as fast as a cheetah/he was a cheetah running through the forest).
* To use single clause sentences and multi-clause sentences (using coordinating conjunctions: for, and, nor, but, or, yet, so) mostly accurately.
* To use multi-clause sentences (using subordinating conjunctions: although, after, because, when, that, if, while, unless etc.) accurately.
* Uses Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done).
* About fronted adverbials (e.g. Later that day, I heard the bad news).
* Use of commas after fronted adverbials.
* How to use paragraphs to organise ideas around a theme.
* How to choose the correct pronoun or noun within and across sentences to aid cohesion and avoid repetition.
* How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”).
* Apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names).

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Word | Tick each time  your child demonstrates they can spell correctly | | | Word | Tick each time  your child demonstrates they can spell correctly | | |
| accident(ally) |  |  |  | disappear |  |  |  |
| actual(ly) |  |  |  | early |  |  |  |
| address |  |  |  | earth |  |  |  |
| answer |  |  |  | eight/eighth |  |  |  |
| appear |  |  |  | enough |  |  |  |
| arrive |  |  |  | exercise |  |  |  |
| believe |  |  |  | experience |  |  |  |
| bicycle |  |  |  | experiment |  |  |  |
| breath |  |  |  | extreme |  |  |  |
| breathe |  |  |  | famous |  |  |  |
| build |  |  |  | favourite |  |  |  |
| busy/business |  |  |  | February |  |  |  |
| calendar |  |  |  | forward(s) |  |  |  |
| caught |  |  |  | fruit |  |  |  |
| centre |  |  |  | grammar |  |  |  |
| century |  |  |  | group |  |  |  |
| certain |  |  |  | guard |  |  |  |
| circle |  |  |  | guide |  |  |  |
| complete |  |  |  | heard |  |  |  |
| consider |  |  |  | heart |  |  |  |
| continue |  |  |  | height |  |  |  |
| decide |  |  |  | history |  |  |  |
| describe |  |  |  | imagine |  |  |  |
| different |  |  |  | increase |  |  |  |
| difficult |  |  |  | important |  |  |  |

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| **Word** | Tick each time your child demonstrates  they can spell  correctly | | | **Word** | Tick each time your child demonstrates  they can spell  correctly | | |
| interest |  |  |  | pressure |  |  |  |
| island |  |  |  | probably |  |  |  |
| knowledge |  |  |  | promise |  |  |  |
| learn |  |  |  | purpose |  |  |  |
| length |  |  |  | quarter |  |  |  |
| library |  |  |  | question |  |  |  |
| material |  |  |  | recent |  |  |  |
| medicine |  |  |  | regular |  |  |  |
| mention |  |  |  | reign |  |  |  |
| minute |  |  |  | remember |  |  |  |
| natural |  |  |  | sentence |  |  |  |
| naughty |  |  |  | separate |  |  |  |
| notice |  |  |  | special |  |  |  |
| occasion(ally) |  |  |  | straight |  |  |  |
| often |  |  |  | strange |  |  |  |
| opposite |  |  |  | strength |  |  |  |
| ordinary |  |  |  | suppose |  |  |  |
| particular |  |  |  | surprise |  |  |  |
| peculiar |  |  |  | therefore |  |  |  |
| perhaps |  |  |  | though/although |  |  |  |
| popular |  |  |  | thought |  |  |  |
| position |  |  |  | through |  |  |  |
| possess(ion) |  |  |  | various |  |  |  |
| possible |  |  |  | weight |  |  |  |
| potatoes |  |  |  | woman/women |  |  |  |

**Spelling activities to support your children:**

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| **Scrambled words**  Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct  answers behind the page and see if a partner can unscramble the words correctly. | **Air and back spelling**  Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names.  Try writing words on each other's backs and see if your partner can say what word you're writing. | **Acrostic**  Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if  the poem makes sense!  e.g. what:  **W**hile Sam was walking down the path,  **H**e saw a cat that stared, then  laughed.  **A** cat that laughs is quite a feature,  **T**ell me, have you seen such a  creature? | **Write a story**  Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on. |
| **Letter Writing**  Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter. | **Colourful words**  Use two different colours to write your words- one for vowels another for consonants then write them all in one colour. | **Rainbow writing**  Write your words over and over, each time on top of the last but in a different colour- create a rainbow word. | **Graffiti wall**  Create a graffiti wall, inspired by graffiti artists, draw you target words again and again across a page to create the artwork. |
| **Ambidextrous**  Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand. | **Words within words**  Write down target words and then see how many other words you can make from the same letters. | **Words without vowels**  Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without  consonants instead, which is easiest?) | **Make Some Music**  Write a song or rap that includes your words. Share with a friend or family member. |

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| **Pyramid power**  Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so  forming a pyramid. | **Hangman**  Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man. | **ABC Order**  Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first? | **Squiggly / Bubble**  **spelling words**  Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters. |
| **Consonant circle**  Write a list of examples of your spellings. Circle all the consonants. | **Sign your words**  Use sign language finger spelling to sign your words. <http://www.unitykid.com/signlanguage.html>  [http://www.british-sign.co.uk/bsl-british-](http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/) [sign-language/fingerspelling-alphabet-](http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/) [charts/](http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/) | **UPPER and lower**  Write a list of your spelling words, firstly in UPPERCASE and then in lowercase. | **Across and down**  Write all of your spelling words across and then down starting with the first letter.  W h e n h  e n |
| **Back Writing**  Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word. | **Find your words**  Using your reading book, list as many spellings that follow the rule as possible. | **Choo- Choo words**  Write the entire list end- to-end as one long word (like a train). Use a different coloured  crayon for each word.  Eg  hopmopstopdrop | **Connect the dots**  Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can  you do this with joined up writing? |
| **Rhyming words**  Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same  spelling pattern). | **Adding my words**  Each letter has a value. Consonants are worth 10  Vowels are worth 5  Find as many spellings that follow the rule / pattern and add up your score. | **Spelling poem**  Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem. | **X words**  Find two target words with the same letter in and then write them so they criss cross. |

**Year 4 Grammar**

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| Year 4: Detail of content to be introduced (statutory requirement) | |
| Word | The grammatical difference between plural and possessive –s  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] |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns  and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Fronted adverbials [for example, Later that day, I heard the bad news.] |
| Text | Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech  [for example, a comma after the reporting clause; end punctuation  within inverted commas: The conductor shouted, “Sit down!”]  Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]  Use of commas after fronted adverbials |

**Year 4 Grammar Terminology**

A determiner is a word that introduces a noun. It goes before any modifiers (e.g. adjectives or other nouns).

the home team a good team

that pupil

determiner

Some examples of determiners are:

- articles (the, a or an)

- demonstratives (e.g. this, those)

- possessives (e.g. my, your)

- quantifiers (e.g. some, every).

Julia’s parents some big boys

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| Pronoun | A pronoun (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.  In the sentence ‘Joe saw Jill, and he waved at her’, the pronouns ‘he’ and ‘her’ take the place of Joe and Jill, respectively. | She was feeling confident.  His appetite had grown.  She wasn’t sure what to do with  herself.  Whoever ran through the tape first, won. |
| possessive pronoun | A possessive noun is a noun  indicating ownership (or possession). | a dog's bone  a man's jacket a lion's mane |
| adverbial | An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.  Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. | The bus leaves in five minutes. She worked until she had finished. |

**Websites for Grammar**

<http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/>

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>