



Grammar, Punctuation and Spelling

Year 4

Long Term Plan

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Grammar, Punctuation and Spelling – Year 4 – Long Term Plan

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases		4. Suffixes 1		Assessments	
Summer	1. Standard English		2. Paragraphs				3. Suffixes 2				Assessments	

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

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Year 4 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	<p>1. Ready to Write</p> <p>Year 3 English: (3G1.8) <u>Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</u></p> <p>(3G3.4) <u>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</u></p> <p>(3G1.4) <u>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</u></p> <p>(3G1.6) <u>Express time, place and cause using adverbs [for example, then, next, soon, therefore]</u></p> <p>(3G1.7) <u>Express time, place and cause using prepositions [for example, before, after, during, in, because of]</u></p> <p>(3G5.7) <u>Introduction to inverted commas to punctuate direct speech</u></p> <p>(3G4.1b) <u>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</u></p> <p>Introduction to paragraphs as a way to group related material</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (4G1.8) <u>determiner</u> 					<p>2. Pronouns</p> <p>(4G1.5) <u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>(4G1.5) <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (4G1.5) <u>pronoun</u> • (4G1.5a) <u>possessive pronoun</u> 		<p>3. Fronted Adverbials</p> <p>(4G5.6b) <u>Using fronted adverbials</u></p> <p>(4G5.6b) <u>Fronted adverbials [for example, Later that day, I heard the bad news.]</u></p> <p>(4G5.6b) <u>Using commas after fronted adverbials</u></p> <p>(4G5.6b) <u>Use commas after fronted adverbials</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (4G1.6a) <u>adverbial</u> 			Assessments			

Year 4 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Spring	<p>1. Apostrophes</p> <p>(4G5.8) <u>Indicating possession by using the possessive apostrophe with plural nouns</u></p> <p>(4G5.8) <u>The grammatical difference between plural and possessive –s</u></p> <p>(4G5.8) <u>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</u></p>			<p>2. Speech</p> <p>(4G5.7) <u>Using and punctuating direct speech</u></p> <p>(4G5.7) <u>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!”]</u></p>			<p>3. Noun Phrases</p> <p>(4G3.2) <u>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)</u></p>			<p>4. Suffixes 1</p> <p>Spell words with endings sounding like /ʒə/ or /tʃə/</p> <p>Spell words with endings which sound like /ʒən/</p>			<p>Assessments</p>	

Year 4 – Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Summer	<p>1. Standard English</p> <p>(4G7.1) 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]</p>		<p>2. Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme</p>				<p>3. Suffixes 2</p> <p>Spell using the suffix –ation</p> <p>Spell using the suffix –ly</p> <p>Spell using the suffix –ous</p> <p>Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>						Assessments