

| Writing - Transcription  | Writing - Handwriting   | Writing - Vocabulary, Grammar and Punctuation   | Writing - Composition   |
|--|---|---|---|
| <p>Spelling (see <a href="#">English Appendix 1</a>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> |



# St Edward's English Curriculum Map 2019 - 2020



## Year 4 - Writing

### Spelling - work for years 3 and 4

#### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

#### New work for years 3/4 and 4

#### Spelling

|   |   |   |
|---|---|---|
| Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.                       | forgetting, forgotten, beginning, beginner, prefer, preferred<br>gardening, gardener, limiting, limited, limitation                         |
| The /i/ sound spelt y elsewhere than at the end of words                        | These words should be learnt as needed.   | myth, gym, Egypt, pyramid, mystery  |
| The /ʌ/ sound spelt ou  | These words should be learnt as needed.   | young, touch, double, trouble, country  |
| More prefixes   | Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.<br>Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.<br><br>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. | <b>dis-</b> : disappoint, disagree, disobey<br><b>mis-</b> : misbehave, mislead, misspell (mis + spell)<br><b>in-</b> : inactive, incorrect |



# St Edward's English Curriculum Map 2019 - 2020

## Year 4 - Writing



| Spelling                 |   |   |
|--------------------------|---|---|
|                          | <p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p> | <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p> |
| The suffix <b>-ation</b> | The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.   | information, adoration, sensation, preparation, admiration  |
| The suffix <b>-ly</b>    | <p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>  | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)   |

| Spelling                                       | Spelling   | Example words   |
|--|--|---|
|  | <p><b>Exceptions:</b></p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3/4) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>                                    | <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>  |
| Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending - e.g. <i>teacher, catcher, richer, stretcher</i>.</p>  | <p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>  |
| Endings which sound like /ʒən/                 | <p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>   | <p>division, invasion, confusion, decision, collision, television</p>   |
| The suffix -ous                                | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as i, but a few words have <b>e</b>.</p> | <p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> |

| <i>Spelling</i>  |
|--|
| Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian                          |
| Words with the /k/ sound spelt ch (Greek in origin)  |
| Words with the /j/ sound spelt ch (mostly French in origin)                                |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) |
| Words with the /s/ sound spelt sc (Latin in origin)  |
| Words with the /eɪ/ sound spelt ei, eigh, or ey  |

| <i>Spelling</i>   | <i>Example words</i>  |
|---|---|
| Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.<br><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> .<br><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> .<br><br><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> .<br><b>Exceptions:</b> <i>attend - attention, intend - intention</i> .<br><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> . | invention, injection, action, hesitation, completion<br>expression, discussion, confession, permission, admission<br>expansion, extension, comprehension, tension<br>musician, electrician, magician, politician, mathematician |
|   | scheme, chorus, chemist, echo, character  |
|   | chef, chalet, machine, brochure   |
|   | league, tongue, antique, unique   |
| In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one - /s/ /k/.   | science, scene, discipline, fascinate, crescent   |
|   | vein, weigh, eight, neighbour, they, obey   |



# St Edward's English Curriculum Map 2019 - 2020

## Year 4 - Writing



| <i>Grammar/spelling</i>                 | <i>Grammar/spelling</i>   | <i>Example words</i>   |
|---|---|--|
| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural - e.g. <i>children's</i> ). | girls', boys', babies', children's, men's, mice's<br><b>(Note:</b> singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)   |
| Homophones and near-homophones          |   | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |

| <i>Year 3: Detail of content to be introduced (grammar)</i> |   |
|---|---|
| <b>Word</b>   | Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]<br>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ]<br><b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ] |
| <b>Sentence</b>   | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]   |
| <b>Text</b>   | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation<br>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]   |
| <b>Punctuation</b>  | Introduction to inverted commas to <b>punctuate</b> direct speech   |
| <b>Terminology for pupils</b>                               | preposition conjunction<br>word family, prefix<br>clause, subordinate clause<br>direct speech<br>consonant, consonant letter vowel, vowel letter<br>inverted commas (or 'speech marks')   |
| <i>Year 4: Detail of content to be introduced (grammar)</i> |   |
| <b>Word</b>   | The grammatical difference between <b>plural</b> and <b>possessive -s</b><br>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]  |
| <b>Sentence</b>   | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )<br><b>Fronted adverbials</b> [for example, <i>Later that day</i> , <i>I heard the bad news.</i> ]  |
| <b>Text</b>   | Use of paragraphs to organise ideas around a theme<br>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition  |



# St Edward's English Curriculum Map 2019 - 2020

## Year 4 - Writing



### *Year 3: Detail of content to be introduced (grammar)*

|                               |  |
|-------------------------------|--|
| <b>Punctuation</b>            | Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]<br><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]<br>Use of commas after <b>fronted adverbials</b> |
| <b>Terminology for pupils</b> | determiner<br>pronoun, possessive pronoun<br>adverbial   |



# St Edward's English Curriculum Map 2019 - 2020

## Year 4 - Writing

|               | Autumn - English   | Autumn – BIG Writing  | Spring - English  | Spring – BIG Writing  | Summer - English  | Summer – BIG Writing   |
|---------------|--|---|---|---|---|--|
| <b>Year 4</b> | <p><b>POETRY- 4 weeks</b></p> <p><b>EXPLANATION TEXTS – 3 weeks</b></p> <p><b>NARRATIVE – Science Fiction – IRON MAN - 4 weeks</b></p> <p><b>INFORMATION TEXTS – 3 weeks</b></p> | <p><b>NARRATIVE – 1<sup>st</sup> half term</b></p> <p><b>EXPLANATION – 2<sup>ND</sup> half term</b></p> | <p><b>NEWSPAPER REPORTS – 4 Weeks</b></p> <p><b>NARRATIVE – FANTASY WORLD Narnia - 4 weeks</b></p> <p><b>PERSUASION - 3 weeks</b></p> | <p><b>PERSUASION – 1<sup>st</sup> half term</b></p> <p><b>POETRY – 2<sup>nd</sup> half term</b></p> | <p><b>NARRATIVE – Historical Stories Julius Caesar, Roman Egyptian Myths – 4 weeks</b></p> <p><b>POETRY – Using similes – 3 weeks</b></p> <p><b>NARRATIVE – Other Cultures Gregory Cool - 3 weeks</b></p> | <p><b>INFORMATION– 1<sup>st</sup> half term</b></p> <p><b>NEWSPAPER – 2<sup>nd</sup> half term</b></p> |

Subject Leader : Ms S Naz