

**Richard Clarke First School**

**Year 4 Spelling, Punctuation and Grammar: Long Term Plan**

**Year 4 Terminology:**

- preposition, conjunction
- word family, prefix, suffix
- clause, subordinate clause
- direct speech, reported speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')
- possession
- noun phrase, adverbial
- determiner

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Units	Street Child	The Boy at the Back of the Class	Who Let the God's Out	Romans on the Rampage	Song of the Dolphin Boy	How to Train Your Dragon
<b>Spelling</b> (See NC for common exception words)	Double consonant words ('bubble')  Homophones ('to', 'too', 'two' etc)	Irregular and regular tense verbs Suffixes (al, ary, ic, ship, hood, ness, ment)	Verbs from nouns (ate, ify) Plurals of 'f', 'ff' and 'fe' 'ight', 'tion', 'ious', 'ial' and 'ough'	Prefixes (ad, af, al, a) Rules around 'v' and 'k'	Prefixes (ad, af, al, a) Rules around 'v' and 'k'	Words with common roots Suffixes (ful, ly, ive, tion, ic, ist, ible, able, ive, sion)
<b>Punctuation</b>	Introduction to inverted commas to punctuate direct speech  Question marks and exclamation marks	Use and punctuate direct speech.	Commas for grammatical boundaries (i.e. to mark subordinate clauses)	The apostrophe for possession	Its and It's	Review of Y4 punctuation development

<b>Grammar</b>	<b>Word</b>	Use adverbs to modify verbs (e.g. quickly, slowly, rapidly, uncomfortably)	Use conjunctions to express time or cause (because, due to, as a result of, next, then)	Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion (it, she, he)	Use prepositions to express time and place (across, when)	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]
	<b>Sentence</b>	Use commas after or before phrases for subordinate clauses	Use adverbs and adverbials (prepositional phrases which act as adverbs)	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.]	Manipulating the position of a subordinate clauses in a sentence	Review of sentence structure over the year (including all elements)
	<b>Text</b>	Use of TAPSS to consider genre, audience, purpose, structure and steps to success	Use of paragraphs to organise ideas around a theme	Use the first or third person dependent on the type of writing	Recall of verb tenses (past, present, future) and avoiding confusion within text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Review TAPSS over the year