

YEAR 4 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

All lessons should aim to use SPAG questions from test papers to support and deepen children's understanding

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1- 6 weeks	Spring 2 – 5 weeks	Summer 1 –7 weeks	Summer 2 – 6 ½
Week 1 2 day week	Punctuation: Capital letter and full stop (revision year 2) Revision – What is a subordinate clause? (year 3)	Spelling: Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner	Spelling: Homophones	Spelling: Revision - Formation of nouns using a range of prefixes (e.g. super anti auto) (year 3)	Spelling: Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (year 3)
		Grammar: Use of paragraphs to organise ideas around a theme	Grammar: Revision - To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i>) (year 3)	Grammar: To use 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>)	Grammar: What is a pronoun?	Grammar: Revision – What is a subordinate clause? (year 3)
		Punctuation: Apostrophes - to mark plural possession	Punctuation: brackets to indicate parenthesis (year 5)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) (year 6)	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "sit down!"</i>	Punctuation: Question marks and exclamation marks (revision year 2)
Week 2	Spelling**: Revision - Plurals – adding es and s (year 2)	Spelling: Prefixes – un, dis and mis	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (year 3)	Spelling: Revision - Formation of nouns using a range of prefixes (e.g. super anti auto) (year 3)	Spelling: Prefixes – un, dis and mis	Spelling: The prefix 'anti' meaning 'against'
	Grammar: Revision – What is a subordinate clause? (year 3)	Grammar: Use of paragraphs to organise ideas around a theme	Grammar: Revision - To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i>) (year 3)	Grammar: To use 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>)	Grammar: What is a possessive pronoun?	Grammar: Revision – What is an embedded clause? (year 3)
	Punctuation: Capital letter and full stop (revision year 2)	Punctuation: Revision - Inverted commas to punctuate direct speech (year 3)	Punctuation: brackets to indicate parenthesis (year 5)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) (year 6)	Punctuation: Use of commas after fronted adverbials	Punctuation: Apostrophes – to mark where letters are missing (revision year 2)
Week 3	Spelling: Revision - Formation of nouns using a range of prefixes (e.g. super anti auto) (year 3)	Spelling: Suffix - ation	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (year 3)	Spelling: Suffix - ation	Spelling: Homophones	Spelling: The prefix 'auto' meaning 'self' or 'own'
	Grammar: Revision – What is an embedded clause? (year 3)	Grammar: Fronted time adverbial	Grammar: Revision - Past tense with irregular verbs e.g. eat/ate run/ran swim/swam (year 2)	Grammar: What is a determiner?	Grammar: What is a possessive pronoun?	Grammar: Fronted time adverbial
	Punctuation: Question marks and exclamation marks	Punctuation: Use of other punctuation to indicate direct speech e.g. a	Punctuation: Dashes to indicate parenthesis (year 5)	Punctuation: Revision - Inverted commas to punctuate direct speech (year 3)	Punctuation: brackets to indicate parenthesis (year 5)	Punctuation: Apostrophes - to mark singular possession in

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	<i>(revision year 2)</i>	comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!"				nouns e.g. the girl's name <i>(revision year 2)</i>
Week 4	Spelling: Revision - What is a consonant? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel. <i>(year 3)</i>	Spelling: Suffix - ly	Spelling: Revision - Contraction 'not' e.g. can't <i>(year 3)</i>	Spelling: Suffix - ly	Spelling: The grammatical difference between plural and possessive – s	Spelling: Commonly misspelt HFW's
	Grammar: Revision - To express time, place and cause using conjunctions (e.g. when, before, after, while, so) AKA subordinate clauses <i>(year 3)</i>	Grammar: Fronted adverbials for where/place	Grammar: Revision - What is a noun phrase? <i>(year 3)</i>	Grammar: What is a determiner?	Grammar: To learn to use the appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	Grammar: Fronted adverbials for where/place
	Punctuation: Apostrophes – to mark where letters are missing <i>(revision year 2)</i>	Punctuation: Use of commas after fronted adverbials	Punctuation: Dashes to indicate parenthesis <i>(year 5)</i>	Punctuation: Revision - Inverted commas to punctuate direct speech <i>(year 3)</i>	Punctuation: brackets to indicate parenthesis <i>(year 5)</i>	Punctuation: Apostrophes - to mark plural possession
Week 5	Spelling: Revision - What is a vowel? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel. <i>(year 3)</i>	Spelling: Suffix - ous	Spelling: Revision - Contraction 'is' e.g. it's <i>(year 3)</i>	Spelling: Suffix - ous	Spelling: The /i/ sound spelt y elsewhere than at the end of words e.g. myth, gym, Egypt, pyramid	Spelling: Commonly misspelt HFW's
	Grammar: Revision – To express time, place and cause using adverbs (e.g. then, next, soon, therefore) <i>(year 3)</i>	Grammar: Fronted adverbials for how/manner	Grammar: Revision - Use of paragraphs to organise ideas around a theme	Grammar: What is a pronoun?	Grammar: To learn to use the appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	Grammar: Fronted adverbials for how/manner
	Punctuation: Apostrophes – to mark where letters are missing <i>(revision year 2)</i>	Punctuation: Use of commas after fronted adverbials	Punctuation: Revision based on own class weaknesses	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!"	Punctuation: Dashes to indicate parenthesis <i>(year 5)</i>	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) <i>(year 6)</i>
Week 6	Spelling: Revision - Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) <i>(year 3)</i>	Spelling: Possessive apostrophe with plural words	Spelling: The grammatical difference between plural and possessive – s		Spelling: The prefix 'in' – can mean both 'not' and 'in'/'into'.	Spelling: Commonly misspelt HFW's

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	Grammar: Revision - What is a preposition? (year 3)	Grammar: Fronted adverbials for why/reasoning	Grammar: Revision based on own class weaknesses		Grammar: To learn to use the appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	Grammar: Fronted adverbials for why/reasoning
	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl's name (revision year 2)	Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses		Punctuation: Dashes to indicate parenthesis (year 5)	Punctuation: Revision based on own class weaknesses
Week 7	Spelling: Revision - Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) (year 3)	Spelling: Possessive apostrophe with plural words			Spelling: The prefix 'sub' meaning 'under'	Spelling: Commonly misspelt HFW's
	Grammar: Revision - Prepositional Phrases (year 3)	Grammar: Revision based on own class weaknesses			Grammar: Revision based on own class weaknesses	Grammar: Revision based on own class weaknesses
	Punctuation: Apostrophes - to mark plural possession	Punctuation: Revision based on own class weaknesses			Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses
Week 8	Spelling: Revision based on own class weaknesses					
	Grammar: Revision – To express time, place and cause using prepositions (e.g. before, after, during, in) (year 3)					
	Punctuation: Revision based on own class weaknesses					
Terminology	Determiner pronoun possessive pronoun adverbial					

Each week the above objectives to be revised during guided reading activities.

A grammar lesson is to be taught every Monday during literacy time – this objective is then to be applied throughout the week.

** see attached spelling appendix