

# National Curriculum 2014 Planning Document



## Y4

# Vocabulary, Grammar and Punctuation Appendix

This document contains the Y4 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 4.

*Year 4: Detail of content to be introduced (statutory requirement)*

|             |  |
|-------------|--|
| <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> ] |
|-------------|--|

*Year 4: Detail of content to be introduced (statutory requirement)*

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|-------------------------------|--|
| <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 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   |
| <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   |

