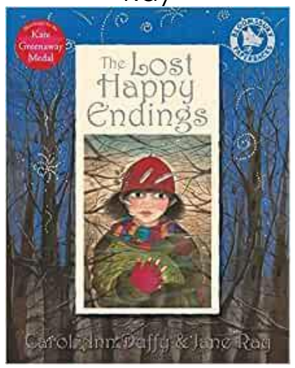
YEAR 4 SPaG

CURRICULUM PLAN 2022-2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Vehicle Text and Writing Outcome	The Whale by Vita Murrow & Ethan Murrow	Leaf by Sandra Dieckman	Arthur and the Golden Rope by Joe Todd Stanton	The Lost Happy Endings by Carol Ann Duffy & Jane Ray 	The Journey by Francesca Sanna	Manfish- A Story of Jacques Cousteau

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Punctuation and Grammar Elements covered	Verb inflections we were instead of we was Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials Any other gaps identified during independent writing	Grammatical difference between plural and possessive –s Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Paragraphs to organise ideas around a theme Apostrophes for possession (plural nouns) Use commas after fronted adverbials Any other gaps identified during independent writing	Grammatical difference between plural and possessive –s Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a them Apostrophes for possession (plural nouns Any other gaps identified during independent writing	Grammatical difference between plural and possessive –s Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials Any other gaps identified during independent writing	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Any other gaps identified during independent writing	Verb inflections (we were instead of we was Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around them Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials Any other gaps identified during independent writing

Spellings to be taught

1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.'
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i.'
17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes – 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
32. Plural possessive apostrophes.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.