

Year 4	T1	T2	T3	T4	T5	T6
Premise	In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.					
G1 / word classes	review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing	ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i> ; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i>	vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context	identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i>	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; play games to consolidate four key word classes
G2 Functions of Sentences	compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation		play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands		independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing	
G3 Combining words, phrases and clauses	during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions	readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives'	during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. <i>however, secondly, when, before, after, while, because of, due to, as a result of</i> , or the use of fronted adverbials; play games to select conjunctions in given contexts		discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process
G4 Verb forms, tense and consistency	revise the present perfect / past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy; sort sentence cards between simple / perfect tense	revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned	identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading	write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form	maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another
G5 Punctuation	revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i>	revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice	demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
G6 Vocabulary	collect nouns made from verbs using the suffixes -ation and -ion e.g. <i>admiration, decision</i> ; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics		define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; discuss adverbials in own and others' writing; collect conjunctions in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. <i>Where were / was you?</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>Don't nobody get on the bus</i> ; model accurate use of Standard English in dictated sentences		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language	

