

Spelling

Year 4 begins by revising all the spelling forms that have been previously covered in KS1 and Y3. This is to recap those words that have been forgotten and to embed the rules as well as the patterns. We reinforce these patterns within reading, memory games and in our literacy lessons. If needed we continue to repeat these until they are embedded, before moving onto Y4 spelling forms.

New for Y3/Y4:

- Adding suffixes beginning with vowel letters to words of more than one syllable
- Y as an i sound (as in myth, gym)
- Ou (as in young, touch)
- Prefixes added to the beginning of root words and the meaning of the prefix (eg sub means under)
- The suffix –ation is added to verbs to form nouns. The rules already learnt still apply
- The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply
- The ending sounding spelt –sure and -ture
- 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. –our is changed to – or before –ous is added
- Endings spelt -tion, -sion, -ssion, -cian
- The suffix - ous
- Words sound spelt ch (chorus)
- Words sound spelt ch (chef)
- Words ending -gue
- Words ending que
- Words spelt with sc (science)
- Words with the ei, eigh, ey sounds. (weigh)
- Possessive apostrophe with plural words
- Homophones and near-homophones

There is also a word list of exception words (words that don't follow a 'rule'), which will also be put on the school website.

Year 4



GPS Guidance For Parents

Introduction

In Year 4, there is a strong emphasis on the core skills of spelling, punctuation and grammar. As we are in Key Stage 2, we are very conscious of compounding and embedding the work covered in KS1 and in Year 3.

Teaching is aimed at consolidating children's writing skills, their vocabulary, their grasp of sentence structure and their knowledge of the required terminology. Building on both Year 2 and Year 3 knowledge, Year 4 further develops sentence structure by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause, and by using fronted adverbials.

Parent Tips

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at such words, that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Help your child go over problem spellings. It is extremely frustrating for children to have to battle with spelling and handwriting when they want to get their ideas down on paper. Knowing high frequency spellings will aid the flow of writing and enable the use of a vocabulary rich language. (Consider being trapped into writing 'big' when you really wanted to write 'enormous'). Encourage children to sound out and have a go at more tricky words or give them the spellings.

Vocabulary, Grammar and Punctuation

Year 4 consolidates all of the KS1 and Year 3 Vocabulary, Grammar and Punctuation work as well as covering what is outlined below.

Word

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]

Sentence

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.]

Text

Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Punctuation

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials

Terminology (all from KS1, Year 3 and ...)

determiner, pronoun, possessive pronoun, adverbial