



Grammar, Punctuation and Spelling

Year 4

Autumn Block 1

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Grammar, Punctuation and Spelling – Year 4 – Ready to Write

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Yearly Overview for Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases		4. Suffixes 1			Assessments
Summer	1. Standard English		2. Paragraphs				3. Suffixes 2					Assessments

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

We recommend using the [Year 4 Baseline Assessment](#) before the Autumn Block 1 guidance and resources so that you can address any gaps in prior knowledge from Year 3.

Autumn Block 1 – Ready to Write

National Curriculum Objectives:

- (3G1.8) Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- (3G3.4) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- (3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- (3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]
- (3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of]
- (3G5.7) Introduction to inverted commas to punctuate direct speech
- (3G4.1b) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Introduction to paragraphs as a way to group related material
- Terminology for pupils:
 - (4G1.8) determiner

Small Steps

1. Using Determiners
2. Clauses
3. Expanding Sentences using Conjunctions
4. Expanding Sentences using Adverbs
5. Expanding Sentences using Prepositions
6. Direct Speech
7. Past Tense
8. Present Tense
9. Present Perfect or Simple Past?
10. Using Paragraphs

Step 1 – Using Determiners

Notes and Guidance

- From Year 3, children should know which article (*the, a* or *an*) to use before a noun. They should be able to explain which is needed and why.
- Children may be able to identify other types of determiners, such as demonstratives (e.g. *this, those*), possessives (e.g. *my, your*) and quantifiers (e.g. *some, every*).
- Children should be able to spot the difference between nouns which are known and nouns which are unknown, for example *the dog* rather than *a dog*.

Focused Questions

- What is a determiner?
- Does this determiner tell us whether the noun is known or unknown?
- Which word is the determiner in this sentence?
- Give me an example of an article/demonstrative/possessive/quantifier.

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – Clauses

Notes and Guidance

- Children should know that a clause is a group of words that contains a verb and a noun (or pronoun).
- They should know that: a main clause can form a complete sentence; two main clauses can be joined with a co-ordinating conjunction; and a main clause can be turned into a subordinate clause by adding a subordinating conjunction. They may be able to explain that a subordinate clause relies on the main clause to make sense.
- Children should be able to extend a main clause by using a range of conjunctions, such as *when*, *if*, *because* and *although*.

Focused Questions

- What types of words must a clause include?
- What type of clause is this?
- How can you turn this main clause into a subordinate clause?
- Can a main clause form a complete sentence?
- Can a subordinate clause form a complete sentence?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Expanding Sentences using Conjunctions

Notes and Guidance

- From Year 3, children should understand that a clause can be expanded by adding in more information.
- This step will focus on expanding the clause by using a range of conjunctions such as *when, if, because, although, before, after, while* and *so*.
- Children should know which conjunction is most appropriate and why. They should also be able to explain why a particular conjunction wouldn't work and that different types of conjunctions do not always make sense when joining two clauses, for example *I always read a book before I go to bed* rather than *I always read a book if I go to bed*.

Focused Questions

- Which word is the conjunction in this sentence?
- Which conjunction(s) could you use to join these two clauses?
- Which conjunction(s) should you not use to join these two clauses?
- How does the use of a different conjunction change the meaning of this sentence? Does it still make sense?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Expanding Sentences using Adverbs

Notes and Guidance

- This step will focus on expanding the clause by using a range of adverbs such as *then*, *next*, *soon* and *therefore*.
- Children should use adverbs of time to explain when and how often verb takes place, adverbs of place to explain where a verb takes place and adverbs of cause to explain how a verb takes place.
- Some words can be used as adverbs or prepositions so children need to understand how to identify whether it is an adverb (not immediately followed by a noun or pronoun) or a preposition.
- Children should be able to use their knowledge from the point above to decide which adverb of each type is most appropriate and why.

Focused Questions

- Which word is the adverb in this sentence?
- Is the adverb expressing time, place or cause?
- What other adverbs could you use instead?
- What adverbs would not make sense?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Expanding Sentences using Prepositions

Notes and Guidance

- This step will focus on expanding the clause by using a range of prepositions such as *before*, *after*, *during*, *in* and *because of*.
- At this point, children should only use prepositions to modify verbs not nouns (this is covered in Year 4 Spring Block 3).

Focused Questions

- Which word is the preposition in this sentence?
- What other prepositions could you use instead?
- What prepositions would not make sense?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Direct Speech

Notes and Guidance

- From Year 3, children should be able to recognise when a character is speaking, even if there is no punctuation to indicate speech.
- Children should know the vocabulary *inverted commas* and the non-statutory term *speech marks* and use these terms when talking about speech.
- Children should be able to use inverted commas to punctuate given sentences with speech, as well as beginning to write their own sentences using inverted commas.

Focused Questions

- Which words are being spoken?
- How can we show that the character is speaking?
- What are these punctuation marks called?
- Do you need to use inverted commas inside speech bubbles?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 7 – Past Tense

Notes and Guidance

- From KS1 and Year 3, children should understand two types of tenses – simple and progressive. This step recaps both of these in the past tense, i.e. the simple past and the past progressive.
- The simple past is something that has already happened, such as *I walked home from school*. The past progressive is something that has happened over a period of time or was happening when another action happened, such as *I was cooking my tea when my phone rang*. Note that the past progressive tense uses the present participle form of the verb.
- Children should be able to conjugate regular and irregular verbs to create past tense verbs from the base form (also known as the infinitive form). In this step, children should be creating the past tense verb by adding -ed to regular verbs and creating the present participle by adding -ing to regular verbs. Children should know that irregular verbs such as *fly* or *sing* cannot be conjugated by adding -ed so they will need to learn these explicitly as they come across them.

Focused Questions

- What is the base form/infinitive form of _____? (*walking, standing, jumped, ate, flew*)
- Conjugate these verbs.
- Is this sentence written in the simple past or the past progressive? How do you know?
- What form of the verb should be used in this sentence?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 8 – Present Tense

Notes and Guidance

- This step recaps both simple and progressive forms in the present tense, i.e. the simple present and the present progressive.
- Explain to the children that the simple present tense is something that happens regularly or is happening right now, such as *I walk the dog every week*. The present progressive is something that you are doing right now that you have been doing or will continue to do for a while, such as *I am reading my book*. Note the simple present tense uses the base form (infinitive form) of the verb.
- Children should be able to identify sentences written in the simple present or present progressive.

Focused Questions

- Is this sentence written in the present tense or the past tense?
- Is this sentence written in the simple form or the progressive form?
- How can you change this simple present sentence to a present progressive sentence?

YYou can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 9 – Present Perfect or Simple Past?

Notes and Guidance

- From Year 3, children should be able to recognise the present perfect form compared to the simple past.
- They should recognise how the use of 'have' or 'has' changes the tense and form of the verb in a sentence.
- Children should be able to change the tense and form of a verb in a sentence by adding or removing the word 'have' or 'has'.

Focused Questions

- Is this sentence in the present perfect form or simple past form?
- What happens when you add/remove the word 'has/have' from this sentence?
- How could you change this sentence from the present perfect form to the simple past form?
- How could you change this sentence from the simple past form to the present perfect form?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 10 – Using Paragraphs

Notes and Guidance

- In Year 3, children have looked at how to group sentences together to create paragraphs.
- Children should know why paragraphs are needed in writing and some of the ways they may choose to use paragraphs in writing.
- Children should know the difference between using paragraphs in narratives and using paragraphs in non-fiction. Children should also know that in non-fiction writing, the use of a sub-heading above paragraphs is common. Children may be able to suggest suitable sub-headings for given paragraphs.

Focused Questions

- When do you need to use a paragraph?
- When would subheadings be used?
- Which word could start this paragraph?
- How long/short can a paragraph be?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.