



Grammar, Punctuation and Spelling

Year 4

Autumn Block 2

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Grammar, Punctuation and Spelling – Year 4 – Pronouns

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.

Autumn Block 2 – Pronouns

National Curriculum Objectives:

- (4G1.5) [Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition](#)
- (4G1.5) [Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition](#)
- Terminology for pupils:
 - (4G1.5) [pronoun](#)
 - (4G1.5a) [possessive pronoun](#)

Small Steps

1. [Recognising Nouns](#)
2. [Recognising Pronouns](#)
3. [Using Pronouns](#)
4. [Pronoun or Noun?](#)

Step 1 – Recognising Nouns

Notes and Guidance

- This first step allows children to recap identifying words as nouns. They should already know that a noun is the name of an object or thing, the name of a place or the name a person or animal.
- Children should also know the terms *common noun*, *proper noun* (from Year 1), *collective noun* (from Year 2) and *abstract noun* (from Year 3).
- Children may have the misconception that nouns are things that you can see or touch but abstract nouns are names of ideas, feelings, occasions and time which can't be seen or touched.

Focused Questions

- Which words are nouns in the following sentence?
- What type of word is *happiness*?
- Is the noun *birds* common or collective?

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 – Recognising Pronouns

Notes and Guidance

- Children will know words that are pronouns from their reading (and writing), but may not know the term *pronouns*.
- Children should know that pronouns are used in writing to avoid repeating a noun. It depends on the noun as to which pronoun they will use, e.g. if they use the noun *boy*, they will use male pronouns such as *his*, *him*, *he*.
- Like nouns, pronouns can be classified into further types. This step focuses specifically on personal pronouns (*I*, *you*, *he*, *she*, *they*, *me*, *him*, *her*, *us*, etc.) and possessive pronouns (*mine*, *yours*, *his*, *hers*, *theirs*, *ours*).
- Children should be able to identify which noun a pronoun is referring to, for example *James played outside with a ball. He kicked it over the fence*. 'He' refers to James whereas 'it' refers to the ball.
- Children should also know that 'I' is the only pronoun which requires a capital letter (unless the pronoun is the first word in the sentence).

Focused Questions

- What words are pronouns in the following sentence?
- Which noun is the pronoun referring to?

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 – Using Pronouns

Notes and Guidance

- Now that children know what a pronoun is and how it is used in sentences to avoid repetition, they should begin to identify which repeated noun needs changing to a pronoun.
- Children should be able to identify which pronoun is needed based on the noun it is replacing.

Focused Questions

- Which noun is repeated in the following sentence?
- Which noun could you change for a pronoun?
- Which pronoun would you use for the noun *apple*?

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 – Pronoun or Noun?

Notes and Guidance

- This step will focus on whether a noun or pronoun is needed, depending on the information already known or not known, for example in the single sentence '*They went to the cinema.*' who is *they* referring to? Another sentence is needed prior to this one to explain, or the pronoun *they* should be changed for a noun/group of nouns.
- Children should be able to recognise when a pronoun or noun has been used incorrectly in given texts as well as identifying it in their own work.

Focused Questions

- Has the sentence used the pronoun correctly? Do you know what the pronoun is referring to?
- Should you use the noun or pronoun to complete the following sentence(s)?

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.