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| English  | Focus: Grammar/Punctuation/Spelling | Year 4 |

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| Spellings I need to learn |
| accident | consider | grammar | notice | regular |
| accidentally | continue | group | occasion | reign |
| actual | decide | guard | occasionally | remember |
| actually | describe | guide | often | sentence |
| address | different | heard | opposite | separate |
| answer | difficult | height | ordinary | special |
| appear | disappear | history | particular | straight |
| arrive | early | imagine | peculiar | strange |
| believe | earth | increase | perhaps | strength |
| bicycle | eight | important | popular | suppose |
| breath | eighth | interest | position | surprise |
| breathe | enough | island | possess | therefore |
| build | exercise | knowledge | possession | though |
| busy | experience | learn | possible | although |
| business | experiment | length | potatoes | thought |
| calendar | extreme | library | pressure | through |
| caught | famous | material | probably | various |
| centre | favourite | medicine | promise | weight |
| century | February | mention | purpose | woman |
| certain | forward | minute | quarter | women |
| circle | forwards | natural | question |  |
| complex | fruit | naughty | recent |  |

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| **Vocabulary** |
| Adverb | A word that adds more information about verbs: *Slowly, he turned the key.* |
| Command | Tells you to do something. Urgent and short: *Get in the car. Stand up.* |
| Exclamation | Usually begin with ‘How’ or ‘What: *How* *exciting!* *What a lovely day!* |
| Determiner | Determiners are words that come before a noun or noun phrase, eg:*a an the my his hers ours its theirs mine yours every all enough some many few that this these those much all* |
| Preposition | A preposition is a word that tells you where or when something is in relation to something else: after, before, on, under, inside, outside *The house was on the hill beside a tree* |
| Expanded Noun Phrases | *The breath-taking, scenic view spread out in the valley below.* |
| Present Perfect  | Use in contrast to the past tense: *I have walked…/You have played…* |

Use a dictionary to check spellings.

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| Punctuation Reminders: |
| **A** | Capital letters for sentences, initials and proper nouns |
| **.** | Full stops |
| **!** | Exclamation marks for exclamations or surprise |
| **?** | Question marks at the end of a question |
| **‘** | Apostrophes for possession: Leo’s or missing letters in contracted words omission: can’t, shouldn’t, I’d |
|  **,** | Commas in lists, and to mark parenthesis, after fronted adverbials and clauses to make meaning clear |
| **“”** | Inverted commas for speech/dialogue (don’t forget other punctuation too!) |



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| Root Words**A root word is a basic word with no**[prefix](https://www.theschoolrun.com/what-is-a-prefix)**or**[suffix](https://www.theschoolrun.com/what-is-a-suffix)**added to it: differ – different**, indifferent magic – magician decide - undecided Suffixes **-ation** *preparation sensation* **-ous** *courageous curious furious* **-ly** *cautiously immediately slowly* |



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| Begin/link sentences in a variety of ways using adverbials, conjunctions, ing and ed words.Time:*At that moment…/On Tuesday…/Finally…/Before long…*Place**:***Around the corner…/Over the bridge…/Behind him…/Next to…*Frequency: *Never before…/Occasionally…/Often…/Every other day…*Manner/Behaviour**:***Breathing heavily…/Without warning…/Gently, he…*Use a mixture of simple, compound and complex sentences**.** |

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| Use the subordinating conjunctions (see diagram above) in your writing to create subordinate clauses in different places in your sentences – at the beginning, middle or end. Use co-ordinating conjunctions FANBOYS: for/and/nor/but/or/yet/so |

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| Begin to join your handwriting Always do your best work – if you do not, you will be asked to do it again |