

Lunsford Primary School



'A Journey of Success and Excellence'

Parents' Support Guide to
Spelling, Punctuation and
Grammar in Year 4

Writing By the end of Year 4 most children should know...

- How to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict teacher with curly red hair).
- How to use figurative language such as similes and metaphors (e.g. he was as fast as a cheetah/he was a cheetah running through the forest).
- To use single clause sentences and multi-clause sentences (using coordinating conjunctions: for, and, nor, but, or, yet, so) mostly accurately.
- To use multi-clause sentences (using subordinating conjunctions: although, after, because, when, that, if, while, unless etc.) accurately.
- Uses Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done).
- About fronted adverbials (e.g. Later that day, I heard the bad news).
- Use of commas after fronted adverbials.
- How to use paragraphs to organise ideas around a theme.
- How to choose the correct pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).

Useful Activities

Make as many as you can... root words

The challenge is to find as many words as you can from one root ...e.g. **wind** – windy, windier, windfall, windpipe, windscreen, window etc. Try rain, heavy and happy to start with.

Poetry please...

Work together to write fantastic descriptive poetry. Select a topic ... the sea.

Player 1 - thinks of three adjectives to describe the sea – raging, crashing, sparkling... write them on pieces of card. Player 2 – collects three more words – encourage use of thesaurus (online or otherwise) Carry taking it in turns to collect words and record on card. When you have enough – arrange and rearrange them to build your poems; Try this with other types of topic.

Punctuation Bingo

Play this with friends and family. There should only be 1 winner (if everything goes according to plan!) Select six pieces of punctuation (full stops, commas, capital letters, exclamation marks, question marks, inverted commas etc.). Have someone say statements about a piece of punctuation without actually saying what it is. For example, this represents the beginning of a sentence. We use these to spell the first letters of places, things and people (capital letters). Cross off the piece of the punctuation if you have it.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accident(ally)				disappear			
actual(ly)				early			
address				earth			
answer				eight/eighth			
appear				enough			
arrive				exercise			
believe				experience			
bicycle				experiment			
breath				extreme			
breathe				famous			
build				favourite			
busy/business				February			
calendar				forward(s)			
caught				fruit			
centre				grammar			
century				group			
certain				guard			
circle				guide			
complete				heard			
consider				heart			
continue				height			
decide				history			
describe				imagine			
different				increase			
difficult				important			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
interest				pressure			
island				probably			
knowledge				promise			
learn				purpose			
length				quarter			
library				question			
material				recent			
medicine				regular			
mention				reign			
minute				remember			
natural				sentence			
naughty				separate			
notice				special			
occasion(ally)				straight			
often				strange			
opposite				strength			
ordinary				suppose			
particular				surprise			
peculiar				therefore			
perhaps				though/although			
popular				thought			
position				through			
possess(ion)				various			
possible				weight			
potatoes				woman/women			

Spelling activities to support your children:

<u>Scrambled words</u> Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words correctly.	<u>Air and back spelling</u> Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.	<u>Acrostic</u> Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what: <u>W</u> hile Sam was walking down the path, <u>H</u> e saw a cat that stared, then laughed. <u>A</u> cat that laughs is quite a feature, <u>T</u> ell me, have you seen such a creature?	<u>Write a story</u> Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.
<u>Letter Writing</u> Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.	<u>Colourful words</u> Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.	<u>Rainbow writing</u> Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.	<u>Graffiti wall</u> Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.
<u>Ambidextrous</u> Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.	<u>Words within words</u> Write down target words and then see how many other words you can make from the same letters.	<u>Words without vowels</u> Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)	<u>Make Some Music</u> Write a song or rap that includes your words. Share with a friend or family member.

<u>Pyramid power</u> Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.	<u>Hangman</u> Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.	<u>ABC Order</u> Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?	<u>Squiggly/Bubble spelling words</u> Write a list of your spelling words – once in your regular writing, then in squiggly or bubble letters.
<u>Consonant circle</u> Write a list of examples of your spellings. Circle all the consonants.	<u>Sign your words</u> Use sign language finger spelling to sign your words. http://www.unitykid.com/signlanguage.html http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/	<u>UPPER and lower</u> Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.	<u>Across and down</u> Write all of your spelling words across and then down starting with the first letter. W h e n h e n
<u>Back Writing</u> Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.	<u>Find your words</u> Using your reading book, list as many spellings that follow the rule as possible.	<u>Choo- Choo words</u> Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word. Eg hopmopstopdrop	<u>Connect the dots</u> Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?
<u>Rhyming words</u> Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).	<u>Adding my words</u> Each letter has a value. Consonants are worth 10 Vowels are worth 5 Find as many spellings that follow the rule / pattern and add up your score.	<u>Spelling poem</u> Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.	<u>X words</u> Find two target words with the same letter in and then write them so they criss cross.

Year 4 Grammar

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive –s</p> <p>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]</p>
Sentence	<p>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)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>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!”]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>Use of commas after fronted adverbials</p>

Year 4 Grammar Terminology

determiner	<p>A determiner is a word that introduces a noun. It goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> - articles (the, a or an) - demonstratives (e.g. this, those) - possessives (e.g. my, your) - quantifiers (e.g. some, every). 	<p><u>the</u> home team <u>a</u> good team <u>that</u> pupil</p> <p><u>Julia’s</u> parents</p> <p><u>some</u> big boys</p>
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Pronoun	<p>A pronoun (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.</p> <p>In the sentence 'Joe saw Jill, and he waved at her', the pronouns 'he' and 'her' take the place of Joe and Jill, respectively.</p>	<p><u>She</u> was feeling confident.</p> <p><u>His</u> appetite had grown.</p> <p>She wasn't sure what to do with <u>herself</u>.</p> <p><u>Whoever</u> ran through the tape first, won.</p>
possessive pronoun	<p>A possessive noun is a noun indicating ownership (or possession).</p>	<p>a <u>dog's</u> bone</p> <p>a <u>man's</u> jacket a <u>lion's</u> mane</p>
adverbial	<p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.</p> <p>Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.</p>	<p>The bus leaves <u>in five minutes</u>.</p> <p>She worked <u>until she had finished</u>.</p>

Websites for Grammar

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>