

# Curriculum Overview For Year 4



**YR 4 ENGLISH**

Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> </ul> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader’s interest and imagination</li> <li>recognising some different forms of poetry [for</li> </ul> </li> </ul>	<p><a href="#">Spelling (see English Appendix 1)</a></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:                   <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:                   <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul> </li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:               <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> <li>indicate grammatical and other features by:                   <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with</li> </ul> </li> </ul> </li> </ul>

	<p>example, free verse, narrative poetry]</p> <ul style="list-style-type: none"> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> <li>▪ retrieve and record information from non-fiction</li> </ul> </li> </ul> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>			<ul style="list-style-type: none"> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>▪ proof-read for spelling and punctuation errors</li> </ul> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>plural nouns</p> <ul style="list-style-type: none"> <li>▪ using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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**Yr 4 MATHS.**

<b>Number – Number and Place Value</b>	<b>Number – Addition and subtraction</b>	<b>Number – Multiplication and division</b>	<b>Number – fractions</b>	<b>Measurement</b>	<b>Geometry – Properties of shape</b>	<b>Geometry – Position and direction</b>	<b>Statistics</b>
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>▪ count in multiples of 6, 7, 9, 25 and 1000</li> <li>▪ find 1000 more or less than a given number</li> <li>▪ count backwards through zero to include negative numbers</li> <li>▪ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>▪ order and compare numbers beyond 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ round any number to the nearest 10, 100 or 1000</li> <li>▪ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>▪ estimate and use inverse operations to check answers to a calculation</li> </ul> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>▪ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>▪ recognise and use factor pairs and commutativity in mental calculations</li> <li>▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise and show, using diagrams, families of common equivalent fractions</li> <li>▪ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>▪ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>▪ add and subtract fractions with the same denominator</li> <li>▪ recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>▪ recognise and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>▪ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>▪ find the area of rectilinear shapes by counting squares</li> </ul> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <ul style="list-style-type: none"> <li>▪ read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>▪ identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>▪ identify lines of symmetry in 2-D shapes presented in different orientations</li> </ul> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>▪ describe movements between positions as translations of a given unit to the left/right and up/down</li> </ul> <p>plot specified points and draw sides to complete a given polygon.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

<p>zero and place value.</p>		<p>correspondence problems such as n objects are connected to m objects.</p>	<p>write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></p> <ul style="list-style-type: none"> <li>▪ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>▪ round decimals with one decimal place to the nearest whole number</li> <li>▪ compare numbers with the same number of decimal places up to two decimal places</li> </ul> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>months; weeks to days.</p>			
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**Yr 4 SCIENCE**

Working Scientifically	Rocks	Plants	Animals, including humans	Light	Forces and Magnets
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ setting up simple practical enquiries, comparative and fair tests</li> <li>▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>▪ identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>▪ investigate the way in which water is transported within plants</li> </ul> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▪ notice that light is reflected from surfaces</li> <li>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul> <p>find patterns in the way that the size of shadows change.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>▪ describe magnets as having two poles</li> </ul> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>

**Year 4 NON-CORE SUBJECTS**

Art & Design	Computing	Design & Technology	Geography	History	Music	PE	MFL
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>▪ about great artists, architects and designers in history.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ select, use and</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>· use research and, <i>with support</i>, develop design criteria <i>that focuses on the needs of the user and informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups with whom the children are familiar.</i></li> <li>· generate, develop, model and communicate <i>realistic ideas</i> through discussion, annotated sketches, prototypes, pattern pieces and <i>age appropriate</i> computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>· select from and use a wider range of tools and equipment <i>[for example using snips to cut thicker materials, understanding the benefits/disadvantages of PVA glue compared to</i></li> </ul>	<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>▪ the Roman Empire and its impact on Britain</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>▪ develop flexibility, strength, technique, control and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations ; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>

	<p>combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><i>cold-melt glue guns and making an informed choice</i>] to perform practical tasks <i>with some accuracy</i>.</p> <ul style="list-style-type: none"> <li>· select from and use a wider range of materials and components [<i>including construction materials, textiles, food ingredients, and mechanical components</i>], <i>planning their choices</i> according to the materials/components functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>· investigate and analyse a range of existing products <i>considering the quality of design and manufacture, why materials have been chosen, how well they meet the users criteria, whether a product is recyclable or reusable.</i></li> <li>· <i>both throughout the project and in relation to their final product</i>, evaluate their ideas and products against their own design criteria, and consider the views of others to improve their</li> </ul>	<p>similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>			<p>balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> <li>▪ perform dances using a range of movement patterns</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> </ul>
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		<p>work</p> <ul style="list-style-type: none"><li>· understand how key events and individuals in design and technology have helped shape the world <i>[for example the development of food design by Heston Blumenthal]</i></li></ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"><li>· apply their understanding of how to strengthen, stiffen and reinforce a more complex structure, <i>for example a strong, stiff shell.</i></li></ul> <p><b>Cooking and Nutrition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>· understand and apply the principles of a healthy and varied diet <i>using the Eatwell Plate as a guide.</i></li><li>· prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, <i>including using a heat source with adult supervision, peeling, chopping, mixing, and spreading.</i></li></ul>					
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		· understand that food is grown, reared, caught and processed.					
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## Spelling – Year 4 Overview

<b>Statutory Requirements</b>	<b><i>Rules and guidance (non-statutory)</i></b>	<b><i>Example words (non-statutory)</i></b>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country

<p>More prefixes</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.          Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.          Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.          Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.  <b>re-</b> means 'again' or 'back'.  <b>sub-</b> means 'under'.  <b>inter-</b> means 'between' or 'among'.  <b>super-</b> means 'above'.  <b>anti-</b> means 'against'.  <b>auto-</b> means 'self' or 'own'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey  <b>mis-</b>: misbehave, mislead, misspell (mis + spell)  <b>in-</b>: inactive, incorrect          illegal, illegible          immature, immortal, impossible, impatient, imperfect          irregular, irrelevant, irresponsible  <b>re-</b>: redo, refresh, return, reappear, redecorate  <b>sub-</b>: subdivide, subheading, submarine, submerge  <b>inter-</b>: interact, intercity, international, interrelated (inter + related)  <b>super-</b>: supermarket, superman, superstar  <b>anti-</b>: antiseptic, anti-clockwise, antisocial  <b>auto-</b>: autobiography, autograph</p>
<p>The suffix -ation</p>	<p>The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>

<p>The suffix <b>-ly</b></p>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
<p>The suffix <b>-ous</b></p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p>

	<p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
<p>Endings which sound like /ʃən/, spelt <b>-tion</b>, <b>-sion</b>, <b>-ssion</b>, <b>-cian</b></p>	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
<p>Words with the /k/ sound spelt <b>ch</b> (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>
<p>Words with the /ʃ/ sound spelt <b>ch</b> (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>
<p>Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin)</p>		<p>league, tongue, antique, unique</p>
<p>Words with the /s/ sound spelt <b>sc</b> (Latin in origin)</p>	<p>In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.</p>	<p>science, scene, discipline, fascinate, crescent</p>
<p>Words with the /eɪ/ sound spelt <b>ei</b>, <b>eigh</b>, or <b>ey</b></p>		<p>vein, weigh, eight, neighbour, they, obey</p>
<p>Endings which sound like /ʃən/, spelt <b>-tion</b>, <b>-sion</b>,</p>		

<p>–ssion, –cian</p>		<p>invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension    musician, electrician, magician, politician, mathematician</p>
<p>Possessive apostrophe with plural words</p>	<p>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).</p>	<p>girls’, boys’, babies’, children’s, men’s, mice’s  <b>(Note:</b> singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)</p>
<p>Homophones and near-homophones</p>		<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</p>

## Appendix 2

### Vocabulary, Grammar and Punctuation

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>
Terminology for pupils	determiner pronoun, possessive pronoun adverbial