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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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| 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 and missing letters in contracted words (omission) |
|  **,** | 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!) |
| **:** | Colon to introduce a list |
| **;** | Semi-colon to mark boundaries between clauses |
| **-** | Hyphen to connect words together to make meaning clear |
| **-** | Dashes to show longer pauses or parenthesis |
| **( )** | Brackets for parenthesis |
| **…** | Ellipsis for omitting a word or phrase, or to show the speaker has left a sentence unfinished |

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| **Include modal verbs to show possibility:**can could should mightmust may would will ought(and their negative versions)**Also include adverbs to indicate possibility:**surely possibly certainly perhaps probably maybedefinitely  |

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| Subordination Use these conjunctions to create complex sentences:*If before unless because as after until unless since when* Try to use subordinate clauses in different places in your sentences – at the beginning, or middle or end. |

Use a dictionary to check spellings.

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| Relative Clauses Use a relative clause to add extra information:which who whose that where, when *The boy, whose clothes were ragged, was homeless.**The stench was so putrid that it made his eyes water*. |

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| **Expanded noun phrases** Try to paint a clear picture in your reader’s head: *The breath-taking, scenic view spread out in the valley below* |

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| 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…/After a while…***Place:** *Around the corner…/Over the bridge…/Behind him…/Beyond the clouds…***Frequency**: *Never before…/Occasionally…/Every few weeks…/Often…/Every other day…***Manner/Behaviour:** *Breathing heavily…/Without warning…/Waiting anxiously…***Use a mixture of simple, compound and complex sentences.** |

