

# Welcome to Year 4

## English



**ST JOSEPH'S CATHOLIC**  
PRIMARY SCHOOL

Band 4 Secure

## Spelling - (See National Curriculum for further guidance)

1. Use a range of prefixes e.g. *super-, anti-, auto-*
2. Spell common word families e.g. *'tion' - attention, invention, injection*
3. Spell further homophones e.g. *rain/reign, rein, vane/vein, weather/whether*
4. Spell words that are often misspelt e.g. *separate, remember, although, occasion, important etc*

## Handwriting

1. Use diagonal and horizontal strokes needed to join letters.
2. Improve quality and consistency - letters should be parallel, correctly sized, formed and sufficiently spaced.

## Writing Composition

1. Use apostrophes for possessive 's' and 's' for plurals consistently. e.g. *It was the girl's book. / All the girls had a book.*
2. Use standard English verb forms e.g. *we were instead of we was/I did instead of I done.*
3. Use expanded noun phrases with prepositions e.g. *'The teacher..'* expanded to *'The strict maths teacher with curly hair...'*
4. Use commas after fronted adverbials e.g. *Later that day, I heard the bad news.*
5. Use paragraphs consistently.
6. Use pronouns/nouns effectively within and across sentences to avoid repetition e.g. *James walked along the road. He was eating an ice-cream and holding a bag in his hand.*
7. Punctuate speech accurately with inverted commas, commas and capital letters e.g. *The conductor shouted, "Sit down!"*
8. Use apostrophes to mark singular and plural possession e.g. *The girl's name.../The girls' names...*
9. Extend sentences to have more than one clause using conjunctions - *when, if because, although*
10. Edit and proof read writing.

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**This year, your child will graduate from using a pencil to using a pen. This is a great incentive for them to improve their handwriting as it is not easy to gain a pen licence.**

# Grammar and Punctuation

## In Year 4, your child will learn to:

- Know the difference between the -s used to show a plural (the cows) and the –'s used to show possession (the cow's field)
- Use an [apostrophe](#) to show possession with plural nouns, for example, '**the girls' voices**' (for more than one girl) rather than '**the girl's voices**' (for just one girl)
- Use Standard English verbs, for example, 'I wasn't doing anything'
- Write longer [noun phrases](#) that include adjectives (for example, *green, fast*), nouns (*frog, train*), and prepositional phrases (*on the lily-pad, after this one*), for example 'the green frog on the lily-pad' or 'the fast train after this one'
- Use [fronted adverbials](#) to start a sentence by describing the verb, for example, '*Suddenly*, the door opened.' Or '*Before we set off*, fasten your seatbelt.'
- Use [paragraphs](#) to organise their ideas
- Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make their writing easy to read
- Use [inverted commas](#) when writing speech.

# Writing

- What your child will learn
- In Year 4 (age 8–9), your child will be aiming to build upon the goals and expectations they were first set in Year 3. They will be expected to:
- **Plan their writing by:** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording their ideas.

- **Draft and write by:**

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices (for example, headings and

- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.

# **To help your child with writing at home:**

- Read to your child
- While children do learn new language and ideas from speaking and listening, the type of language we use in writing is often very different from that in speech. Reading regularly to your child, especially longer chapter books that they might not be able to yet read independently, is a great way to support their writing.
- While your child will have some favourite books and types of book that they'll want to listen to again and again, try to make sure they get to hear a range of different types of books, including fiction and non-fiction. This is useful for their writing because it models lots of language styles.



**Writing for a real purpose can be a great way to fit in some practice.**

Writing cards, shopping lists, or letters/emails to relatives can be motivating real life reasons for writing, and can show children how useful it is to be able to write well.

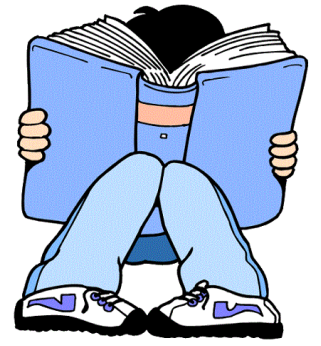
Your child might enjoy keeping a diary or writing short stories based on books they have read or toys they enjoy playing with.

Be sure to encourage your child to write about what most interests them, as this is the best way to keep them enthusiastic.

# Reading



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- The children must have their Reading Record and reading book in school everyday.
- Please hear your child read everyday and sign the Reading Record. **It is important to question your child about what they have read following the reciprocal reading questions at the front of the reading record book.**
- For those children who are now free readers, they will choose their own book, however, if they have a Horrid Henry book one day, we would like their next book to be different.
- When your child has finished their book please write the word **'finished'** so that we know to give your child time to choose a new book.