



# Year 4 Spelling and Grammar

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# Introduction

In the new curriculum for English, there is a very significant emphasis placed on SPAG (spelling and grammar).

This booklet outlines the expectations for Year 4 –

- The statutory word list (100 words) for Years 3 and 4
- The spelling rules / patterns covered in Years 3 and 4
- The grammar foci for Year 4
- The technical vocabulary pupils need to understand in Year 4

## Parental Support

The expectations of the new curriculum have increased significantly. Pupils in the current Year 4 will not have covered the full curriculum by the time they take the statutory tests in Year 6 (they started the new curriculum content in Year 3). This means there will be gaps in their knowledge and understanding which we will be seeking to ‘backfill’ during the course of the year. Parents can support their children by having a good understanding of the expectations and maintain a focus on spelling and grammar at home.

## 1. Spelling

### **1.1. *Statutory Word List***

The word-lists for years 3 and 4 are statutory. The list is a mixture of words pupils frequently use in their writing and those which they often misspell. Parents can support children by ensuring they are familiar with these words by applying them using the range of games and activities listed in this booklet. They will also be a focus of homework and tests throughout the year.

| 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    |   |  |  |

|                | 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     |   |  |  |

## 1.2. Spelling Foci in Year 3 & 4

Below are the rules and patterns we will focus on in Year 3 & 4.

| Spelling Pattern  | Rules and Guidance   | Example Words  | Tick when tested successfully |
|---|--|--|-------------------------------|
| 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<br><br>gardening, gardener, limiting, limited, limitation  |                               |
| The 'i' (hit) 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   |                               |
| More prefixes   | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.<br/>Before a root word starting with l, <b>in-</b> becomes <b>il</b>.<br/>Before a root word starting with m or p, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with r, <b>in-</b> becomes <b>ir-</b>.<br/><b>re-</b> means 'again' or 'back'.<br/><b>sub-</b> means 'under'.<br/><b>inter-</b> means 'between' or 'among'.<br/><b>super-</b> means 'above'.</p> | <p><b>dis-</b>: disappoint, disagree, disobey<br/><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect<br/>illegal, illegible<br/>immature, immortal, impossible, impatient, imperfect<br/>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate<br/><b>sub-</b>: subdivide, subheading, submarine, submerge<br/><b>inter-</b>: interact, intercity, international, interrelated (inter + related)<br/><b>super-</b>: supermarket, superman,</p> |                               |

|   |   |  |  |
|---|---|--|--|
|   | <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>   | <p>superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>   |  |
| The suffix –ation   | The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.   | information, adoration, sensation, preparation, admiration   |  |
| The suffix –ly  | <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>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p> | <p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>                  |  |
| Words with endings sounding like 'shure' 'chure'                  | <p>The ending sounding like 'shure' is always spelt <b>-sure</b>.</p> <p>The ending sounding like 'chure' 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</p> <p>creature, furniture, picture, nature, adventure</p>   |  |
| Endings -sion   |   | division, invasion, confusion, decision, collision, television   |  |
| Endings which sound like 'shun' spelt –tion, –sion, –ssion, –cian | <p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t, s, 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</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,</p> |  |

|   |  |   |  |
|---|--|---|--|
|   | <p>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>politician, mathematician</p>  |  |
| <p>The suffix –ous</p>  | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. 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>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>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p> |  |
| <p>Words with the ‘k’ sound spelt ch (Greek in origin)</p>  |  | <p>scheme, chorus, chemist, echo, character</p>   |  |
| <p>Words with the ‘sh’ sound spelt ch (mostly French in origin)</p>                               |  | <p>chef, chalet, machine, brochure</p>  |  |
| <p>Words ending with the ‘g’ sound spelt –gue and the ‘k’ sound spelt –que (French in origin)</p> |  | <p>league, tongue, antique, unique</p>  |  |



|   |   |  |  |
|---|---|--|--|
| Words with the 's' sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.   | science, scene, discipline, fascinate, crescent  |  |
| Words with the 'ay' sound spelt ei, eigh, or ey     |   | vein, weigh, eight, neighbour, they, obey  |  |
| Possessive apostrophe with plural words             | The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ). | girls', boys', babies', children's, men's, mice's<br><b>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</b>  |  |
| Homophones and near-homophones                      |   | 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 |  |

### 1.3. Spelling Activities

Try some of these activities to help your children learn their spellings

|   |  |  |   |
|---|--|--|---|
| <p><b><u>Scrambled words</u></b></p> <p>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.</p> | <p><b><u>Air and back spelling</u></b></p> <p>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.</p> | <p><b><u>Acrostic</u></b></p> <p>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:</p> <p><u>W</u>hile Sam was walking down the path,<br/> <u>H</u>e saw a cat that stared, then laughed.<br/> <u>A</u> cat that laughs is quite a feature,<br/> <u>T</u>ell me, have you seen such a creature?</p> | <p><b><u>Write a story</u></b></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>       |
| <p><b><u>Letter Writing</u></b></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>  | <p><b><u>Colourful words</u></b></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>  | <p><b><u>Rainbow writing</u></b></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>   | <p><b><u>Graffiti wall</u></b></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p> |
| <p><b><u>Ambidextrous</u></b></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>  | <p><b><u>Words within words</u></b></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>   | <p><b><u>Words without vowels</u></b></p> <p>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?)</p>   | <p><b><u>Make Some Music</u></b></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>   |

|   |   |   |  |
|---|---|---|--|
| <p><b><u>Pyramid power</u></b></p> <p>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.</p> | <p><b><u>Hangman</u></b></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>   | <p><b><u>ABC Order</u></b></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>             | <p><b><u>Squiggly / Bubble spelling words</u></b></p> <p>Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.</p>                     |
| <p><b><u>Consonant circle</u></b></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>   | <p><b><u>Sign your words</u></b></p> <p>Use sign language finger spelling to sign your words.</p> <p><a href="http://www.unitykid.com/signlanguage.html">http://www.unitykid.com/signlanguage.html</a></p> <p><a href="http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/">http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</a></p> | <p><b><u>UPPER and lower</u></b></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>  | <p><b><u>Across and down</u></b></p> <p>Write all of your spelling words across and then down starting with the first letter.</p> <p style="text-align: center;">W h e n<br/>h<br/>e<br/>n</p> |
| <p><b><u>Back Writing</u></b></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>  | <p><b><u>Find your words</u></b></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>   | <p><b><u>Choo- Choo words</u></b></p> <p>Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.</p> <p>Eg<br/>hopmopestopdrop</p> | <p><b><u>Connect the dots</u></b></p> <p>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?</p>     |
| <p><b><u>Rhyming words</u></b></p> <p>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).</p>   | <p><b><u>Adding my words</u></b></p> <p>Each letter has a value.</p> <p>Consonants are worth 10</p> <p>Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>   | <p><b><u>Spelling poem</u></b></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>                             | <p><b><u>X words</u></b></p> <p>Find two target words with the same letter in and then write them so they criss cross.</p>   |

## 2. 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> |

## 3. 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"> <li>- articles (the, a or an)</li> <li>- demonstratives (e.g. this, those)</li> <li>- possessives (e.g. my, your)</li> <li>- quantifiers (e.g. some, every).</li> </ul> | <p><u>the</u> home team</p> <p><u>a</u> good team</p> <p><u>that</u> pupil</p> <p><u>Julia’s</u> parents</p> <p><u>some</u> big boys</p> |
|------------|--|--|

|                           |   |  |
|---------------------------|---|--|
| <p>Pronoun</p>            | <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> |
| <p>possessive pronoun</p> | <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</p> <p>a <u>lion's</u> mane</p>  |
| <p>adverbial</p>          | <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>   |

### 3.1. Websites for Grammar

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_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/>