



# Every Moment Matters

## Blended Learning Writing Pack

### Year 4

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

# Year 4

Transcription	1	Majority of Year 3 and 4 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [through/threw, allowed/aloud, whether/weather]
	3	Use the first two or three letters of a word to check its spelling in a dictionary.
Grammar, Punctuation and Vocabulary	4	Know the grammatical difference between plural and possessive -s
	5	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	6	Use fronted adverbials [Later that day, I heard the bad news.]
	7	Extend the range of sentences with more than one clause by using a wider range of conjunctions [when, if, because, although, while]
	8	Standard English forms for verb inflections instead of local spoken forms [we were instead of we was, or I did instead of I done]
	9	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	10	Correct use of capital letters and full stops, exclamation and question marks (if used).
	11	Use of commas after fronted adverbials and in lists.
Overall Text and Structure	12	In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices [headings and sub-headings]
	13	Organise paragraphs around a theme.
	14	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
	15	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g.
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Proof-read for spelling and punctuation errors.
	19	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.
Exceeding Criteria		
	20	Ensures the consistent and correct use of tense throughout a piece of writing.
	21	Ensures the correct subject and verb agreement when using singular and plural.
	22	Links ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]

## Year 3 Common Exception Words and Year 3 Spelling List Words

accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, mention, minute.

### Year 3 Spelling Rules and Words

Possessive apostrophes with singular words (Y2 revision)

girl's, boy's, man's, baby's, child's, dog's

Possessive apostrophes with plural words (new learning)

girls', boys', men's, babies', children's, dogs'

Homophones, near homophones and easily confused words

here / hear	heel / heal / he'll	not / knot
male / mail	accept / except	affect / effect
ball / bawl	berry / bury	break / brake
fare / fair	great / grate	groan / grown
main / mane	meat / meet	missed / mist
piece / peace	plain / plane	rain / rein /
reign	weather / whether	who's /
whose	medal / meddle	scene / seen

The suffix '-ly' (added to an adjective to form an adverb. Added straight to most root words without changing root)

sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically

The /u/ sound spelt 'ou'

young, touch, double, trouble, country

More prefixes 'dis-' & 'mis-' added to the beginning of the root without changing the root. They have negative meanings

disappoint, disagree, disobey, misbehave, mislead, misspell

Prefix 'in-' can mean both 'not' and 'in/into', here it means 'not'

inactive, incorrect,

Prefix before a root word starting with i, 'in-' becomes 'il-'

illegal, illegible

'e-i', 'eigh', 'ei', 'ey'

vein, weigh, eight, neighbour, they, obey

/zher/ ending with '-sure'

measure, treasure, pleasure, enclosure

ending '-ture'

creature, furniture, picture, nature, adventure

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

'-sub' meaning under

subdivide, subheading, submarine, submerge

## Year 4 Common Exception Words and Year 4 Spelling List Words

natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.

### Year 4 Spelling Rule Words

Suffixes '-ion' and '-ian' and deciding whether to put '-t', '-s', '-ss' or '-c' before them. '-tion' is the most common and is used when the root word ends in '-t' or '-te'	invention, injection, action, hesitation, completion
'-ssion' is used if the root word ends in '-ss' or '-mit'	expression, discussion, confession, permission, admission
'-sion' is used if the root word ends in '-d' or '-se'	expansion, extension, comprehension, tension
'-cian' is used if the root word ends in '-c' or '-cs'	musician, electrician, magician, politician, mathematician
'-ation' added to verbs to form nouns. Rules already learned still apply	information, adoration, sensation, preparation, admiration
Suffix '-sion'	division, invasion, confusion, decision, collision, television
Suffix '-ous'	poisonous, dangerous, mountainous, famous, various
A final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept	courageous, outrageous
If there is an /i/ sound before the '-ous' ending it is usually spelt as 'i' but a few have 'e'	serious, obvious, curious hideous, spontaneous, courteous
'inter-i' meaning between or among	interact, intercity, international, interrelated
'anti-' meaning against	antiseptic, anti-clockwise, antisocial
'auto-' meaning self or own	autobiography, autograph
'super-' meaning above	supermarket, superman, superstar
Prefixes. Before a root word beginning with 'r', 'in-' becomes 'ir-'	irregular, irrelevant, irresponsible
're-' means again or back	redo, refresh, return, reappear, redecorate
Before a root word starting with 'm' or 'p', 'in-' becomes 'im-'	immature, immortal, impossible, impatient, imperfect
The /i/ sound spelt 'y' other than at the end of words	myth, gym, Egypt, pyramid, mystery
/k/ sound spelt 'ch'	scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt 'gue'	league, intrigue
Words ending with the /k/ sound spelt 'que'	antique, unique
/sh/ sound spelt 'ch'	chef, chalet, machine, brochure
/s/ sound spelt 'sc'	science, scene, discipline, fascinate, crescent

# How to...

4: Know the grammatical difference between plural and possessive -s

## Plural and Possessive -s

Singular	Plural
dog 	dogs 
garden	gardens
handbag	handbags

An -s can be added to show possession of a singular noun, however it needs to have an apostrophe in the correct place to make it grammatically correct.



**school's new teacher**

To form the possession of a singular noun, add an apostrophe, followed by the letter -s.

The new teacher belongs to the school, which is singular.



Singular	Plural	Singular Possessive -s
dog	dogs	The dog's fur.
garden	gardens	The garden's flowers were pretty.
handbag	handbags	The handbag's handles were big.

# How to...

## 5: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Determiner	Adjectives	Noun	Prepositional Phrase
<p>A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.</p> <p><b>the</b> <b>a</b> <b>an</b> <b>my</b> <b>these</b> <b>her</b> <b>our</b> <b>your</b> <b>five</b> <b>some</b> <b>many</b> <b>those</b></p>	<p>Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.</p> <p><b>colourful</b> <b>gigantic</b> <b>miniature</b> <b>pristine</b> <b>dilapidated</b> <b>ancient</b> <b>obnoxious</b> <b>mischievous</b> <b>crumpled</b> <b>ecstatic</b> <b>muscular</b> <b>rectangular</b></p>	<p>The noun is the thing, person or idea that the expanded noun phrase is about.</p> <p><b>socks</b> <b>bus</b> <b>engine</b> <b>bottle</b> <b>television</b> <b>pond</b> <b>custard</b> <b>paper</b> <b>lettuce</b> <b>caravan</b> <b>tongue</b> <b>Linda</b> <b>imagination</b></p>	<p>A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.</p> <p><b>beside the river</b> <b>near the town</b> <b>in the water</b> <b>during the night</b> <b>through the winter</b> <b>this evening</b> <b>on the table</b> <b>between the houses</b> <b>underneath the waterfall</b> <b>before morning</b> <b>towards home</b></p>

# How to...

## 6: Fronted Adverbials

Words or phrases at the beginning of a sentence which are used to describe the action that follows.

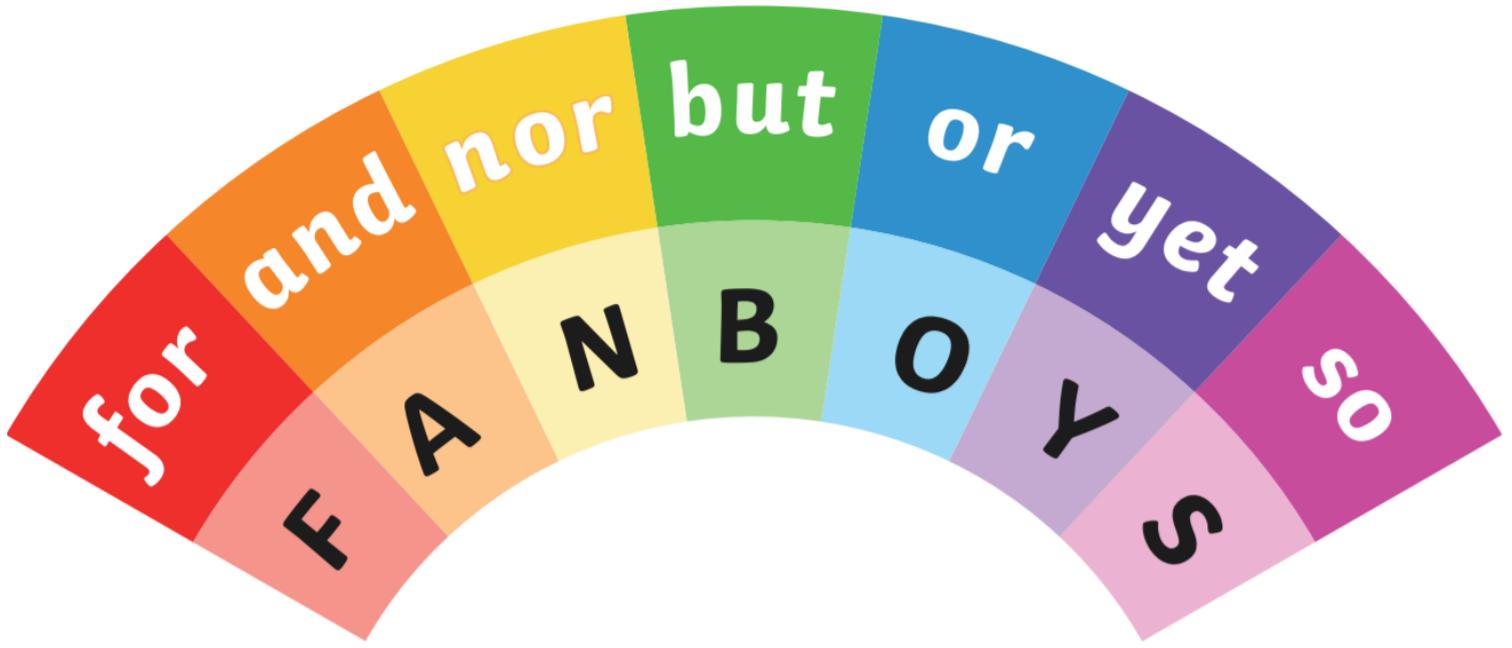
Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunatly, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered,

## How to...

7: Extend the range of sentences with more than one clause by

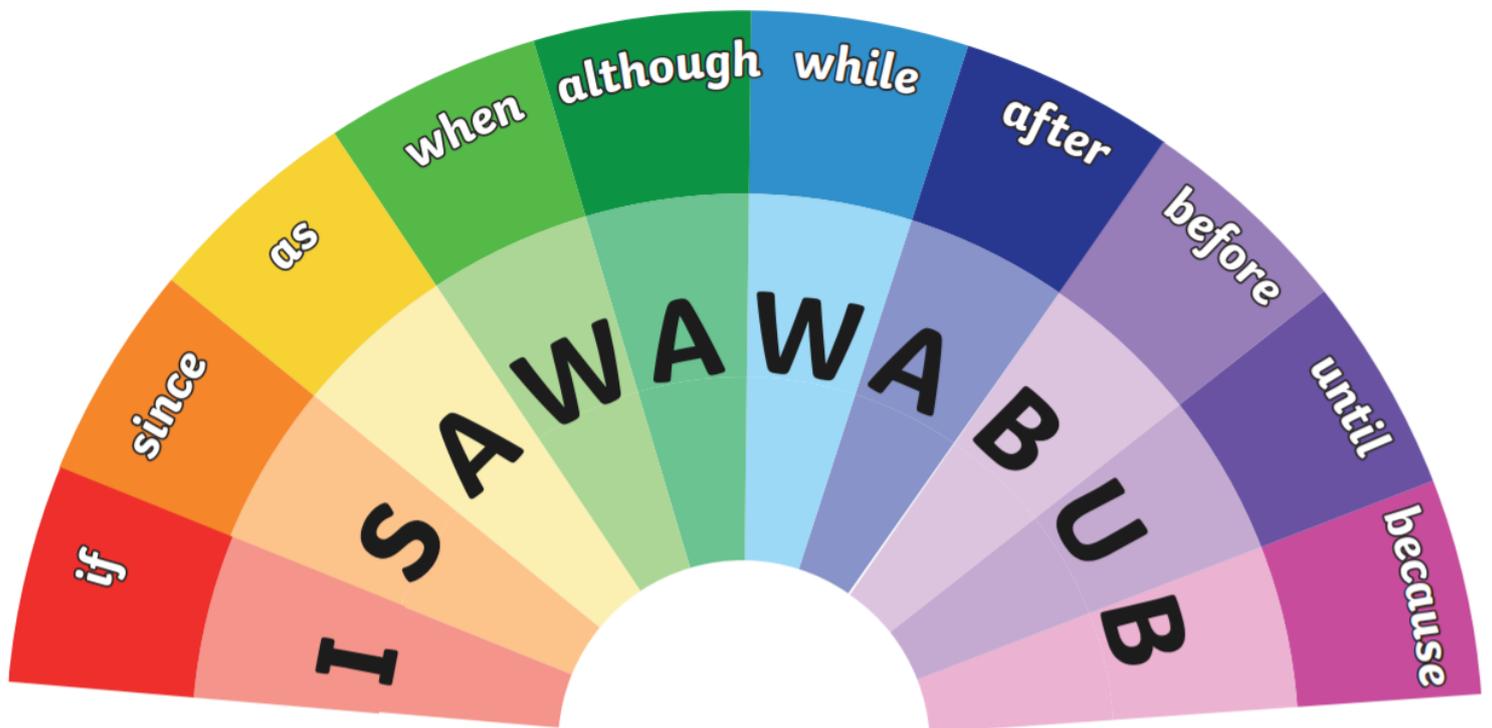
### Co-ordinating conjunctions

Give equal importance to the words or sentences they connect.



### Subordinating conjunctions

Used at the beginning of a subordinating clause which is a clause that would not make sense on its own.



## How to...

9: Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas]

### Useful Tips



- Inverted commas are also known as speech marks.
- Inverted commas are always used in pairs.
- Inverted commas surround direct speech.
- All non-spoken words belong outside the inverted commas.
- Only punctuation that is part of the direct speech should go inside the inverted commas.
- If the end of the direct speech falls at the end of the sentence, only one punctuation mark is needed.
- The break between speech and non-spoken words is normally signalled by a comma.
- Put each different speaker on a new line.

The reporting clause can be placed before or after the direct speech.

**“Wow, this is like heaven!” exclaimed Mrs Bloom.**  
**Mrs Bloom exclaimed, “Wow, this is like heaven!”**



The reporting clause can be placed before or after the direct speech.

When direct speech is split by the speech verb (e.g. said, shouted), a comma is used inside the speech marks at the end of the first part and also before the speech marks at the beginning of the second part.

**“Wow,” exclaimed Mrs Bloom, “this is like heaven!”**



First comma inside the speech marks.



Second comma before the speech marks and after the speech verb.

Lowercase letter.

## How to...

### 11: Use of commas after fronted adverbials and in lists.

1. To separate a fronted adverbial from the rest of the sentence:

Given the terrible weather conditions, the crew of the yacht were lucky to complete the race.

As the last ray of sun disappeared, Yasmine crept silently out of the house.

2. To use commas to separate items or adjectives in a list:

His favourites puddings were apple pie, rhubarb crumble, chocolate cake and ice cream.

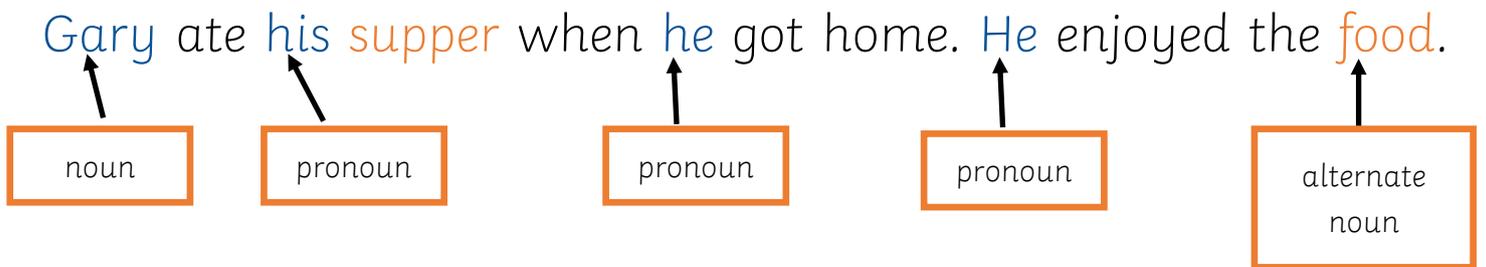
Monika wore a red, blue, purple and white jumper.

## How to...

14: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Gary ate Gary's supper when Gary got home. Gary enjoyed the supper.

After its first use, instead of repeating 'Gary', we could replace further uses with pronouns to avoid repetition, such as:



# Terminology

Word Type	Function	Example
noun	object	dog, pen, carrot
pronoun	replace a noun	that, them, him, yours
proper noun	person or place	Cornwall, James
adjective	describes a noun	beautiful, big, interesting
verb	action, state or occurrence	walk, dance, have, be
adverb	describes a verb	slowly, incredibly, never
preposition	links a noun to another word	down, into, under, near
conjunction	joins words, phrases or clauses	for, and, but, because, so
determiner	introduces a noun	that, my, these, the

# Terminology

Year 2	Noun	Verb	Adjective	Adverb
	<p><b>Nouns</b> name people, places, animals, things or ideas.</p> <p>They can be countable:</p> <p>The <b>book</b> is on the <b>table</b>.</p> <p>My <b>brother</b> had lots of <b>ideas</b> to share.</p> <p>Or non-countable:</p> <p>I bought some <b>chocolate</b>.</p> <p>She showed <b>courage</b>.</p> <p><b>London</b> is the capital of <b>England</b>.</p>	<p><b>Verbs</b> name an action that someone does, or a feeling or state.</p> <p>Past tense verb:</p> <p>The boy <b>wrote</b> a poem.</p> <p>Present tense verb:</p> <p>He <b>likes</b> chocolate.</p>	<p>Can be used before a noun to modify it:</p> <p>It was a <b>yellow</b> ball.</p> <p>Or after the verb 'be' as its complement:</p> <p>The film was <b>brilliant</b>.</p>	<p>Can modify a verb, an adjective, another adverb or even a whole clause:</p> <p>Tom started running <b>quickly</b>.</p> <p>The painting was <b>really</b> colourful.</p> <p>We don't eat meat <b>very</b> often.</p> <p><b>Fortunately</b>, I wasn't late.</p>
Year 3	Preposition		Conjunction	
	<p>Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:</p> <p>The dog ran <b>to</b> her.</p> <p>Put it <b>in</b> the box.</p> <p>I haven't seen him <b>since</b> yesterday.</p>		<p>Links words or phrases.</p> <p>Co-ordinating conjunction - links equal words or phrases:</p> <p>Bring your bucket <b>and</b> spade.</p> <p>Subordinating conjunction - introduces a subordinate clause:</p> <p>He put on his coat <b>because</b> it was forecast to rain.</p>	
Year 4	Determiner	Pronoun	Possessive Pronoun	
	<p>Specifies a noun.</p> <p>Definite article: <b>the</b></p> <p>Indefinite article: <b>a, an</b></p> <p>Demonstratives: <b>this, those</b></p> <p>Possessives: e.g. <b>my, your</b></p> <p>Quantifiers: e.g. <b>some, every</b></p>	<p>Used in place of a noun or noun phrase:</p> <p><u>Mark</u> smiled at <u>Laura</u>.</p> <p><b>He</b> smiled at <b>her</b>.</p> <p>Shall I take <u>the cakes</u>?</p> <p>Shall I take <b>those</b>?</p>	<p>Used in place of a noun or noun phrase:</p> <p><u>Ahmed's</u> bag</p> <p><b>His</b> bag</p> <p>It was <u>the girls'</u> turn.</p> <p>It was <b>their</b> turn.</p>	