

Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Parents should help to develop vocabulary actively, building on children's current knowledge. Parents should help increase their child's store of words in general by talking about what has been learnt at school, through their own child interests, discussing current affairs and by completing the home learning termly tasks together. In this way, children expand the vocabulary choices that are available to them when they complete independent writing. It is vital for children's comprehension that they understand the meanings of words they meet in their conversations and in reading materials.

Parents can further support in enriching their child's vocabulary by regularly listening to them read and then asking their children about their reading and why the author has used the vocabulary and punctuation within the text – how has that impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the correct use of EGPS.

“I'm always interested in learning something new.”

Katherine Johnson

Year 3/4 Word List

accident (ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/ eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/ business	February	naughty	separate
calendar	forward	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/ although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess/ion	various
different	increase	possible	weight
difficult	important	potatoes	woman/ women



**Woodland
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Revealing the Champion Within

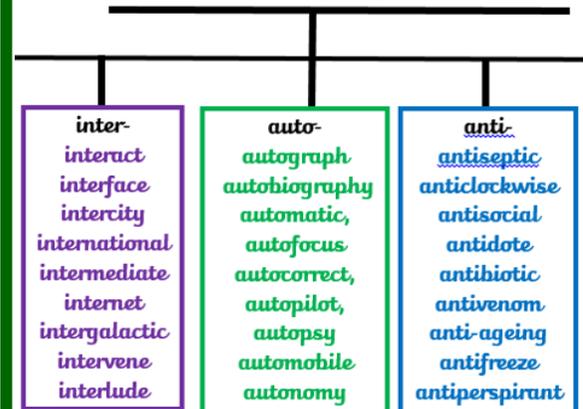
Parental Guidance English, Grammar, Punctuation and Spelling Year 4

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 4.

There is a list of all the spellings patterns and words that year 3/4 children should be able to both spell correctly and apply independently into their writing.

Tree Map

Adding Prefixes



Terminology:

In year 4 your child should become familiar with the following terminology and be able to both use and apply the terminology to their reading and also to create engaging writing:

- Determiners
- Pronouns
- Possessive pronouns
- Adverbials
- Paragraphing
- Expanded noun phrases

Determiners – understanding the different types of determiners

E.g. articles- **the, a or an**
demonstratives- **this, those**
possessives -**my, your**

Pronouns

Possessive pronouns

Eg. **mine, yours, his, hers, its, ours, and theirs.**

Adverbials : a word or phrase functioning as a major clause constituent and typically expressing:

- place - **in the garden**
- time - **in May**
- Manner - **in a strange way**

E.g. The bus leaves **in five minutes.**

She promised to see him **last night**

Punctuation :

In year 4, your child should be able to correctly use the following punctuation and independently apply this in their writing:

- Inverted commas (speech marks)
- Apostrophes to indicate plural and possession
- Use of commas with fronted adverbials
- Use of colon (to introduce a list)

Use of inverted commas and correct use of punctuation

E.g. "Hurry up!" shouted Martin.

Timmy whispered, "What will we do now?"

Apostrophes marking plural possession

E.g. Witches' hats are usually pointed.

Plural and possessive '-s' Understanding the difference

between plural and possessive '-s'

E.g. Those **cats** are really cheeky-plural.

I like **Kate's** shoes- possession

Using commas to demarcate the use of fronted adverbials

E.g. **Under the sea**, many species remain undetected.

In the blink of an eye, the rocket disappeared behind the school walls.

Standard and non-standard English

E.g. 'We were' instead of 'We was'.

"I am going to..." instead of "I'm gonna..."

Sentence Structures:

In year 4 your child should be able to write independently using the following range of sentence structures in addition to those learnt in previous years:

- Organisation using paragraphing
- Use of pronouns –avoiding repetition
- Using adverbials
- Expanding noun phrases by:
 - a) Adding modifying adjectives
 - b) Adding nouns

Using pronouns to avoid repetition

E.g. Jenny left Jenny's phone at home. Jenny went back to get her phone- to- Jenny left **her** phone at home. **She** went back to get **it**.

Using adverbials in writing

E.g. **Later that day**, I saw the destruction left by the fire.

Modifying adjectives

E.g. I like singing in the bath-to-I like singing **melodically**, whilst having a **relaxing** bath.

Adding nouns

E.g. 'I like singing in the bath.' - to 'I like singing, along to my **favourite music**, in the bath.'

Adding prepositional phrases

E.g. I like singing in the bath-to **During** my bath, I like to sing, **because** it makes me happy.