



# Year 4 – Autumn Term 1

Week 1	Week 2	Week 3
<p><b>Objectives: (Revision)</b>            To understand the terminology ‘noun’, ‘adjective’, ‘adverb’, ‘verb’, ‘preposition’ and ‘conjunction’.            To identify nouns, adjectives, adverbs, verbs, prepositions and conjunctions.            To use nouns, adjectives, adverbs, verbs, prepositions and conjunctions appropriately in writing.</p>	<p><b>Objective:</b>            To explore and understand the different types of nouns.</p>	<p><b>Objectives: (Revision)</b>            To consolidate the correct use of punctuation, including: full stops, capital letters, exclamation marks and question marks.            To know how to use sentences with different forms: statement, question, exclamation and command.</p>
<p><b>Success criteria:</b>            I can explain what nouns, adjectives, adverbs, verbs, prepositions and conjunctions are.            I can identify nouns, adjectives, adverbs, verbs, prepositions and conjunctions.            I can choose the most effective nouns, adjectives, adverbs, verbs, prepositions and conjunctions to use in my own writing.</p>	<p><b>Success criteria:</b>            I can explain what a common noun is and give examples.            I can explain what a proper noun is and know that proper nouns begin with a capital letter.            I can explain what an abstract noun is and give examples.            I can explain what a collective noun is and give examples.</p>	<p><b>Success criteria:</b>            I can consistently use a capital letter at the beginning of a sentence and a full stop at the end.            I can consistently use exclamation marks and question marks correctly.            I can recognise and use the sentence types: statement, question, exclamation and command.</p>
<p><b>Teacher’s Guide:</b> Unit 1 p6–7</p>	<p><b>Teacher’s Guide:</b> Unit 6 p16–17</p>	<p><b>Teacher’s Guide:</b> n/a</p>
<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 1 p4–5  <b>Grammar and Punctuation Pupil Book:</b> Unit 10 p14–15</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 23 p32–33</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Units 1–2 p4–5</p>
<p><b>Interactive activity:</b> Word classes</p>		



# Year 4 – Autumn Term 1

Week 4	Week 5	Week 6
<p><b>1) Objective: (Revision)</b> To express time, place and cause using conjunctions.</p> <p><b>2) Objective: (Revision)</b> To understand how to spell words with the /ai/ sound spelled <i>ei</i>, <i>igh</i> or <i>ey</i>.</p>	<p><b>Objectives: (Revision)</b> To know the term ‘subordinate clause’. To identify a subordinate clause and explain how they know. To recognise which conjunctions can be used to make a subordinate clause.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 4’</p> <p><b>Content:</b> Word families, question marks, subordinate clauses, verbs, tense agreement, full stops, suffixes, adverbs, questions/commands, capital letters, nouns, commas in lists, subordinating conjunctions, prepositions, prefixes, inverted commas, present and past progressive form, apostrophes, determiners.</p>
<p><b>1) Success criteria:</b> I can identify a range of conjunctions. I can use a range of conjunctions appropriately in my own writing, eg, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>.</p> <p><b>2) Success criteria:</b> I recognise that the spellings <i>ei</i>, <i>igh</i> and <i>ey</i> all make the ‘ay’ sound. I can spell words with the spelling patterns <i>ei</i>, <i>igh</i> and <i>ey</i>.</p>	<p><b>Success criteria:</b> I can explain what a subordinate clause is. I can identify the subordinate clause in a sentence. I know which conjunctions can be used to make a subordinate clause.</p>	
<p><b>1) Teacher’s Guide:</b> Unit 2 p8–9 <b>2) Teacher’s Guide:</b> n/a</p>	<p><b>Teacher’s Guide:</b> Unit 5 p14–15</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Autumn Test 1 p9</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 15 p21 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 15 p25</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 17 p24–25</p>	



Interactive activity: Subordinate clauses

## Year 4 – Autumn Term 2

Week 1	Week 2	Week 3
<p><b>1) Objectives:</b> To know the term 'adverb'. To use the suffix <i>-ly</i> to turn adjectives into adverbs. To understand the rules for adding <i>-ly</i>.</p> <p><b>2) Objective: (Revision)</b> I can express time, place and cause using adverbs.</p>	<p><b>1) Objectives:</b> To learn how to use Standard English forms for verb inflections instead of local forms. To learn how to use Standard English when choosing from 'I' or 'me'.</p> <p><b>2) Objective:</b> To spell words with the /k/ sound spelled 'ch'.</p>	<p><b>Objectives:</b> To know the term 'adverbial' and to be able to use fronted adverbials. To use a comma after a fronted adverbial.</p>
<p><b>1) Success criteria:</b> I can use the suffix <i>-ly</i> to turn adjectives into adverbs, using the rules I have learned. I know how to use an adverb in a sentence.</p> <p><b>2) Success criteria:</b> I can identify a range of adverbs. I can use a range of adverbs appropriately in my own writing, eg, <i>then, next, soon, therefore</i>.</p>	<p><b>1) Success criteria:</b> I can use 'did' and 'done' correctly. I can use 'was' and 'were' correctly. I know when to use 'I' and when to use 'me'.</p> <p><b>2) Success criteria:</b> I can spell words with the <i>c</i> sound (as in 'cat') spelled <i>ch</i>.</p>	<p><b>Success criteria:</b> I can identify fronted adverbials. I can write a sentence with a fronted adverbial. I know that a comma is needed after a fronted adverbial.</p>
<p><b>1) Teacher's Guide:</b> n/a <b>2) Teacher's Guide:</b> Unit 3 p10–11</p>	<p><b>1)Teacher's Guide:</b> Unit 11 p26–27 <b>2)Teacher's Guide:</b> Unit 24 p52–53</p>	<p><b>Teacher's Guide:</b> Unit 10 p24–25</p>
<p><b>1) Spelling and Punctuation Pupil Book:</b> Unit 7, p13–14</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 21 p29–30</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 26 p38–39</p>

Grammar and Punctuation Pupil Book: Unit 13 p18 2) Grammar and Punctuation Pupil Book: Unit 14 p19–20	2) Spelling and Vocabulary Pupil Book: Unit 16 p26	
	<b>Interactive activity:</b> Word classes – verbs	<b>Interactive activity:</b> Fronted adverbials



## Year 4 – Autumn Term 2

Week 4	Week 5	Week 6
<p><b>1) Objective: (Revision)</b> To make the correct choice of present or past tense and use it consistently in writing.</p> <p><b>2) Objective: (Revision)</b> To know the rules for changing singular nouns to plural.</p>	<p><b>Objectives:</b> To use expanded noun phrases for description and specification. To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 4’</p> <p><b>Content:</b> Tense agreement, apostrophes, adverbials, nouns, inverted commas, prepositions, subordinating conjunctions, verbs, nouns/verbs, adjectives, prefixes, commas in lists, pronouns, question marks, capital letters.</p>
<p><b>1) Success criteria:</b> I can identify verbs in the present and past tense. I can change verbs from present tense to past tense and from past tense to present tense. I can choose the correct verb form to put into a sentence.</p> <p><b>2) Success criteria:</b> I can use the rules for changing singular nouns to plural.</p>	<p><b>Success criteria:</b> I can identify which information has been added to the noun to make an expanded noun phrase. I can add appropriate adjectives to a noun. I can give more information to explain <i>which</i> noun I am writing about. I can add a preposition phrase to a noun to make an expanded noun phrase.</p>	
<p><b>1) Teacher’s Guide:</b> Unit 13 p30–31 (includes other verb tenses) <b>2) Teacher’s Guide:</b> Unit 18 p40–41</p>	<p><b>Teacher’s Guide:</b> Unit 7 p18–19</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Autumn test 2 p18</p>

1) Grammar and Punctuation Pupil Book: Unit 7 p11 2) Grammar and Punctuation Pupil Book: Unit 19 p27	Grammar and Punctuation Pupil Book: Unit 24 p34–35	
Interactive activity: Plurals		



## Year 4 – Spring Term 1

Week 1	Week 2	Week 3
<p><b>1) Objective: (Revision)</b> To use the progressive form of verbs in the present and past tense to make actions in progress.</p> <p><b>2) Objectives: (Revision)</b> To use a range of prefixes to form nouns, e.g., <i>super-, anti-, auto-</i>. To extend the range of known prefixes and understand their meaning, e.g., <i>sub-, inter-</i>.</p>	<p><b>1) Objective: (Revision)</b> To use commas to separate items in a list.</p> <p><b>2) Objective:</b> To understand how to add a prefix at the beginning of a word in order to turn it into another word, e.g., <i>un-, dis-, mis-, re-, in-, il-, im-, ir-</i>.</p>	<p><b>Objectives:</b> To know the terminology ‘pronoun’ and ‘possessive pronoun’. To use an appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.</p>
<p><b>1) Success criteria:</b> I can use the progressive form of verbs to show whether actions are happening now or whether they have happened in the past.</p> <p><b>2) Success criteria:</b> I can choose the correct prefix to add to the beginning of a word to turn it into another word. I can use the prefixes <i>super-, anti-</i> and <i>auto-</i> to form nouns. I can use a range of prefixes, e.g., <i>sub-</i> and <i>inter-</i>, and I understand what they mean.</p>	<p><b>1) Success criteria:</b> I can use commas to separate items in a list.</p> <p><b>2) Success criteria:</b> I can choose the correct prefix to add to the beginning of a word to turn it into another word. I can use the prefixes <i>un-, dis-</i> and <i>mis-</i>. I can use the prefix <i>re-</i>. I can use the prefixes <i>il-, im-</i> and <i>ir-</i>.</p>	<p><b>Success criteria:</b> I can explain the purpose of pronouns and possessive pronouns. I can identify pronouns. I can choose the appropriate pronoun to use.</p>
<p><b>1) Teacher’s Guide:</b> Unit 13 p30–31 (Verb tense revision in general)</p>	<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> Unit 16 p36–37</p>	<p><b>Teacher’s Guide:</b> Unit 9 p22–23</p>



2) Teacher's Guide: Unit 17 p38–39		
<p>1) Grammar and Punctuation Pupil Book: Unit 8 p12</p> <p>2) Spelling and Vocabulary Pupil Book: Unit 3 p7–8</p>	<p>1) Grammar and Punctuation Pupil Book: Unit 3 p6</p> <p>2) Spelling and Vocabulary Pupil Book: Unit 4 p9–10</p> <p>Grammar and Punctuation Pupil Book: Unit 18 p26</p>	Grammar and Punctuation Pupil Book: Unit 25 p36–37

## Year 4 – Spring Term 1

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To understand the terminology 'inverted commas', 'speech marks' and 'direct speech'. To use inverted commas to punctuate direct speech.</p> <p>(Focus for <b>Week 1</b> and <b>Week 2</b> – use the Teacher's Guide for possible teaching steps to revise Year 3 work, followed by Grammar and Punctuation Pupil Book p40 activities. Then extend to Year 4 work, using other punctuation,</p>	<p><b>1) Objectives:</b> To understand the terminology 'inverted commas', 'speech marks' and 'direct speech'. To use inverted commas to punctuate direct speech. To use other punctuation needed in direct speech.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding the suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>.</p>	<p><b>Assessment Task:</b> Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 4'</p> <p><b>Content:</b> Commas to clarify meaning, tense agreement, nouns, apostrophes, adjectives, determiners, question marks, statements/commands, nouns/verbs/adjectives, pronouns, subordinate clauses, present and past progressive form, inverted commas,</p>

with Grammar and Punctuation Pupil Book p41 and Teacher's Guide photocopiable p33.)		subordinating conjunctions. Capital letters, suffixes, prepositions.
<p><b>Success criteria:</b> I can explain what 'inverted commas', 'speech marks' and 'direct speech' are and how they are used. I can identify inverted commas in direct speech. I can use inverted commas to show where direct speech begins and ends.</p>	<p><b>1) Success criteria:</b> I can explain what 'inverted commas', 'speech marks' and 'direct speech' are and how they are used. I can identify inverted commas in direct speech. I can use inverted commas to show where direct speech begins and ends. I can use other punctuation with inverted commas.</p> <p><b>2) Success criteria:</b> I can use the rules for adding the suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>.</p>	
<b>Teacher's Guide:</b> Unit 14 p32–33	<p><b>1) Teacher's Guide:</b> Unit 14 p32–33 <b>2) Teacher's Guide:</b> Unit 20 p44–45</p>	<b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Spring test 1 p27
<b>Grammar and Punctuation Pupil Book:</b> Units 27–28 p40–41	<p><b>1) Grammar and Punctuation Pupil Book:</b> Units 27–28 p40–41 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 8 p15–16</p>	
<b>Interactive activity:</b> Speech marks/Inverted commas	<b>1) Interactive activity:</b> Speech marks/Inverted commas	

## Year 4 – Spring Term 2



Week 1	Week 2	Week 3
<p><b>1) Objective: (Revision)</b> I can express time, place and cause using prepositions.</p> <p><b>2) Objective:</b> To spell words with the <i>sh</i> sound spelled 'ch'.</p>	<p><b>Objectives: (Revision)</b> To understand that apostrophes are used to mark where letters are missing in spelling (contraction). To use apostrophes to mark singular possession in nouns.  (extended in Week 3)</p>	<p><b>Objectives:</b> To understand that apostrophes are used to mark where letters are missing in spelling (contraction). To use apostrophes to mark singular possession in nouns. To use apostrophes to mark plural possession in nouns.</p>
<p><b>1) Success criteria:</b> I can identify a range of prepositions. I can use a range of prepositions in my own writing, e.g., <i>before, after, during, in, because of</i>.</p> <p><b>2) Success criteria:</b> I can spell words with the <i>sh</i> sound spelled 'ch'.</p>	<p><b>Success criteria:</b> I can identify where an apostrophe has been used to show that letters are missing. I can identify where an apostrophe has been used to show singular possession. I can use apostrophes correctly in my writing.</p>	<p><b>Success criteria:</b> I can identify where an apostrophe has been used to show that letters are missing. I can identify where an apostrophe has been used to show singular possession. I can identify where an apostrophe has been used to show plural possession. I can use apostrophes correctly in my writing.</p>
<p><b>1) Teacher's Guide:</b> Unit 4 p12–13 <b>2) Teacher's Guide:</b> Unit 25 p54–55</p>	<p><b>Teacher's Guide:</b> Use in Week 3, as Unit 15 p34–35 covers contractions, singular and plural possession.</p>	<p><b>Teacher's Guide:</b> Unit 15 p34–35</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 16 p22–23 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 17 p27</p>	<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 2 p6 (contraction) Unit 21 p32 (singular possession)</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 4 p7–8 (contraction and singular and plural possession)</p>





# Year 4 – Spring Term 2

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel. <b>(Revision)</b> To know the term ‘determiner’. To know the full range of determiners.</p>	<p><b>1) Objectives: (Revision)</b> To understand and use the rules for adding the suffixes <i>-ing</i> and <i>-ed</i>. To add suffixes beginning with vowel letters to words of more than one syllable.</p> <p><b>2) Objective:</b> To spell words with the <i>s</i> sound spelled ‘<i>sc</i>’.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 4’</p> <p><b>Content:</b> Adjectives, determiners, present and past progressive form, adverbs, inverted commas, prefixes, apostrophes, prepositions, suffixes, question marks/exclamation marks, exclamation marks, adverbials, tense agreement, commas to clarify meaning, pronouns, subordinating conjunctions.</p>
<p><b>Success criteria:</b> I can explain what a determiner is and give examples. I can use <i>a</i> and <i>an</i> correctly before a noun. I can identify a range of other determiners. I can choose an appropriate determiner to use with a noun or noun phrase.</p>	<p><b>1) Success criteria:</b> I can use the rules for adding the suffixes <i>-ing</i> and <i>-ed</i>. I can add suffixes beginning with vowel letters to words of more than one syllable.</p> <p><b>2) Success criteria:</b> I can spell words with the <i>s</i> sound spelled ‘<i>sc</i>’.</p>	
<p><b>Teacher’s Guide:</b> Unit 8 p20–21</p>	<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> Unit 27 p58–59</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Spring test 2 p36</p>
<p><b>Grammar and Punctuation Pupil Book:</b> Unit 11 p16 (<i>a</i> and <i>an</i>) Unit 12 p17 (other determiners)</p>	<p><b>1) Spelling and Vocabulary Pupil Book:</b> Units 5–6 p11–12 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 19 p29</p>	



# Year 4 – Summer Term 1

Week 1	Week 2	Week 3
<p><b>1) Objectives: (Revision)</b> To know the term ‘word family’. To identify and use words which belong to the same family.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding the suffix <i>-ation</i>.</p>	<p><b>1) Objectives:</b> To understand that many verbs are irregular and do not follow a pattern. To learn the present and past tense for some of the most common irregular verbs.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding the suffixes <i>-tion, -sion, -ssion and -cian</i>.</p>	<p><b>1) Objective:</b> To use paragraphs to organise ideas around a theme.</p> <p><b>2) Objectives:</b> To use different word classes effectively to describe a setting. To write a descriptive paragraph about a setting.</p>
<p><b>1) Success criteria:</b> I can identify the root words of words which belong to the same family. I can make new words by adding prefixes and suffixes to a root word.</p> <p><b>2) Success Criteria:</b> I can use the rules for adding the suffix <i>-ation</i>.</p>	<p><b>1) Success criteria:</b> I know the present and past tense for some of the most common irregular verbs, e.g., <i>to be, to have, to do</i>.</p> <p><b>2) Success criteria:</b> I can use the rules for adding the suffixes <i>-tion, -sion, -ssion and -cian</i>.</p>	<p><b>1) Success criteria:</b> I can identify ideas which fit together around the same theme. I can use paragraphs to organise ideas around a theme.</p> <p><b>2) Success criteria:</b> I can use different word classes effectively to describe a setting. I can write a descriptive paragraph about a setting.</p>
<p><b>Teacher’s Guide:</b> n/a</p>	<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> Unit 21 p46–47</p>	<p><b>1) Teacher’s Guide:</b> Unit 12 p28–29 <b>2) Teacher’s Guide:</b> n/a</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 20 p30–31 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 9 p17</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 22 p31 <b>Spelling and Vocabulary Pupil Book:</b> Units 10–11 p18–20</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 30 p43–44 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 27 p43–45</p>
	<p><b>Interactive activity:</b> Suffixes</p>	<p><b>Interactive activity:</b> Adjectives (putting in a paragraph)</p>



# Year 4 – Summer Term 1

Week 4	Week 5	Week 6
<p><b>1) Objective:</b> To use headings and subheadings to aid presentation.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding the suffixes <i>-ous, -ious and -eous</i>.</p>	<p><b>Objective:</b> To understand the grammatical difference between plural and possessive <i>-s</i>, and to use them appropriately.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 4’</p> <p><b>Content:</b> Capital letters/full stops, co-ordinating conjunctions, word families, apostrophes, questions, commas in lists, subordinating conjunctions, prepositions, inverted commas, verbs, commas after fronted adverbials, tense agreement, nouns/verbs/adjectives, nouns, pronouns, prefixes.</p>
<p><b>1) Success criteria:</b> I can recognise the importance of headings and subheadings when reading non-fiction. I can use headings and subheadings to help to organise non-fiction writing.</p> <p><b>2) Success criteria:</b> I can use the rules for adding the suffixes <i>-ous, -ious and -eous</i>.</p>	<p><b>Success criteria:</b> I can identify when <i>-s</i> is being used to show plural. I can identify when <i>-s</i> is being used to show singular possession. I can identify when <i>-s</i> is being used to show plural possession. I can use <i>-s</i> appropriately in my writing.</p>	
<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> Unit 22 p48–49</p>	<p><b>Teacher’s Guide:</b> Unit 19 p42–43</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Summer test 1 p45</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 20 p28 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 12 p21–22</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 29 p42</p>	



## Year 4 – Summer Term 2

Week 1	Week 2	Week 3
<p><b>1) Objective: (Revision)</b> To use the present perfect form of verbs instead of the simple past.</p> <p><b>2) Objective:</b> To spell words with the <i>g</i> sound spelled 'gue' and the <i>k</i> sound spelled 'que'.</p>	<p><b>1) Objectives:</b> To use a thesaurus to extend vocabulary. To use synonyms found in a thesaurus as part of the editing and improving process in writing. (This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p> <p><b>2) Objective:</b> To understand and use the rules for adding the suffixes <i>-sure, -ture, -tcher and -cher</i>.</p>	<p><b>1) Objectives:</b> To use a dictionary to check the spelling and meanings of words. To use the first two or three letters of a word to locate it in a dictionary. (This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p> <p><b>2) Objective:</b> To spell and know the meaning of homophones.</p>
<p><b>1) Success criteria:</b> I can use 'have' and 'has' to form the present perfect form of a verb. I know that this shows that an action has happened at some point in the past, but when is not specified.</p> <p><b>2) Success criteria:</b> I can spell words with the <i>g</i> sound spelled 'gue'. I can spell words with the <i>k</i> sound spelled 'que'.</p>	<p><b>1) Success criteria:</b> I can use a thesaurus to find new words to use in my writing.</p> <p><b>2) Success criteria:</b> I can use the rules for adding the suffixes <i>-sure, -ture, -tcher and -cher</i>.</p>	<p><b>1) Success criteria:</b> I can use a dictionary to check the spelling and meanings of words. I can use the first two or three letters of a word to locate it in a dictionary.</p> <p><b>2) Success criteria:</b> I can explain what a homophone is. I can spell pairs of homophones and give their meanings.</p>
<p><b>1) Teacher's Guide:</b> Unit 13 p30–31 (included in general verb tense revision) <b>2) Teacher's Guide:</b> Unit 26 p56–57</p>	<p><b>1) Teacher's Guide:</b> n/a <b>2) Teacher's Guide:</b> Unit 23 p50–51</p>	<p><b>1) Teacher's Guide:</b> Unit 30 p64–65 <b>2) Teacher's Guide:</b> Unit 29 p62–63</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 9 p13 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 18 p28</p>	<p><b>1) Spelling and Vocabulary Pupil Book:</b> Unit 26 p41–42 <b>2) Spelling and Vocabulary Pupil Book:</b> Units 13–14 p23–24</p>	<p><b>1) Spelling and Vocabulary Pupil Book:</b> Unit 25 p39–40 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 23 p35–36</p>



1) <b>Interactive activity:</b> Present perfect form of verbs	2) <b>Interactive activity:</b> Suffixes	2) <b>Interactive activity:</b> Homophones
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## Year 4 – Summer Term 2

Week 4	Week 5	Week 6
<p><b>1) Objective:</b> To identify and use the vocabulary used in non-fiction writing.</p> <p><b>2) Objectives:</b> To spell words on the Year 3 and 4 word list and understand what they mean. To use the rules that they have been learning to help to spell unfamiliar words. (This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p>	<p><b>Objective:</b> To recognise and understand the terminology learned in Years 2, 3 and 4.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 4’</p> <p><b>Content:</b> Tense agreement, question marks, subordinating conjunctions, apostrophes, noun phrases, adjectives, present and past progressive continuous, nouns/verbs/co-ordinating conjunctions, adverbs, suffixes, prepositions, commas after fronted adverbials, prefixes, adverbials, capital letters, inverted commas.</p>
<p><b>1) Success criteria:</b> I understand the purpose of different non-fiction text types. I can identify the language and vocabulary used in different non-fiction text types.</p> <p><b>2) Success criteria:</b> I can spell some words on the Year 3 and 4 word list and can explain what they mean. I can spell most words on the Year 3 and 4 word list and can explain what they mean. I can use the rules that I have been learning to help me to spell unfamiliar words.</p>	<p><b>Success criteria:</b> I know the meanings of the words I have been learning about related to grammar and punctuation. I can identify examples. I can give my own examples.</p>	

<b>1) Teacher's Guide:</b> n/a <b>2) Teacher's Guide:</b> Unit 28 p60–61	<b>Teacher's Guide:</b> n/a	<b>Grammar, Punctuation and Spelling Progress Tests – Year 4:</b> Summer test 2 p54
<b>1) Spelling and Vocabulary Pupil Book:</b> Unit 28 p46–48 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 24 p37–38	<b>Grammar and Punctuation Pupil Book:</b> Unit 31 p45–47	
<b>Interactive activity:</b> Spelling		