



Lower Key Stage Two

Curriculum Booklet

Contents page

Introduction

Curriculum Map and medium term planning

National Curriculum objectives

How to support your child at home with mathematics:

- Four operations
- Timetables

How to support your child at home with English:

- Reading
- SPaG (Spelling, Punctuation and Grammar)

Samples of work

- Year 4 expected and greater depth in writing



Introduction

At Alexander McLeod we believe that every child should be equipped with the knowledge, skills and values they need in order to become resilient, responsible and happy citizens of the changing world they live in.

This booklet will explain what your child is learning at school, what a Year 3 and Year 4 child's work at the expected standard looks like and how to support your child at home.



Curriculum booklets and additional content can be found on our website: <https://www.alexmcLeod.org.uk/>

Curriculum Map

Curriculum 2021-22		
Year 3		
BABY BRITAIN	WHERE IN THE WORLD ARE WE!?	WHAT'S ON YOUR PLATE?
Year 4		
DEFORESTATION	GRIZZLY TALES FOR GRUESOME KIDS	LIFE IN RUINS

To access our whole school curriculum overview please visit our school website.

Medium Term Planning (MTP)

A **Medium Term Plan (MTP)** is a planned sequence of work for different subjects over a period of weeks, such as a half-term. It focuses on organising coherent units of work.

At Alexander McLeod, each year group produces a MTP that maps out all the lessons that will take place for that half term.

Year 4 MTP Autumn 1 2021-2022							
Core Subjects							
	Week 1 September 6 th	Week 2 September 13 th	Week 3 September 20 th	Week 4 September 27 th	Week 5 October 4 th	Week 6 October 11 th	Week 7 October 18 th
English - Reading	Guided Reading: FICTION: The Great Kapok Tree by Lynne Cherry NON-FICTION: Rainforest Deforestation POEM: A Trillion Tropical Leaves		Guided Reading: ROLE PLAY: In role as a rainforest creature WRITING TASK: Recount in role from the perspective of a rainforest creature	Guided Reading: FICTION: The Explorer- Chapter 2- The Green Dark by Katherine Rundell NON-FICTION: Amazon Rainforest (Recap topic knowledge) POETRY: Storm in the Rainforest WRITING TASK: Summarising the moments after a crash on the postcard	Guided Reading: FICTION: The Explorer- Chapter 13- Smoke by Katherine Rundell NON FICTION: Rainforest Fires WRITING TASK: Would you have gone back to the camp? Explain why using examples from the text.		
English - Writing	Capital letters	Word classes - nouns	Word classes - verbs	Word classes – adverbs and adjectives	Clauses	Speech marks	Prefixes
	There's a Rang-Tan in my bedroom Writing outcome: Narrative poem Success criteria: <ul style="list-style-type: none"> • Expanded noun phrases • Rhyming couplets • Personification • Repetition • Fronted adverbials 			There's a Rang-Tan in my bedroom Writing outcome: Persuasive letter Success criteria: <ul style="list-style-type: none"> • Emotive Language • Rhetorical Questions • Subordinating Conjunctions • Additional Connectives • Fronted adverbials • Paragraphs 		The Great Kapok Tree Writing outcome: Discussion text Success criteria: <ul style="list-style-type: none"> • Simple Present Tense • Formal Language • Subordinating Conjunctions • Contrasting Conjunctions • Fronted adverbials 	
	L.I. To predict based on details that are implied.	L.I. To know how to write a rhyming couplet.	L.I. To assess writing to check its effectiveness.	L.I. To identify features in a range of persuasive letters.	L.I. To plan a persuasive letter. L.I. To write a persuasive letter.	L.I. To research deforestation. L.I. To generate and debate our	L.I. To plan a discussion text.

National Curriculum Objectives

During Years 3 and 4, pupils should be able to read aloud a wide range of books that are written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. KS2 children will take part in whole class guided reading sessions where teachers will support reading skills collectively and ensure needs are also met individually.

Key objectives for Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

National Curriculum Objectives

Key objectives for Reading

Understand what they read by (continued):

- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

National Curriculum Objectives

Writing objectives are taught through daily English lessons. Each unit of English is planned using the three phase model:

Phase 1 – Immersion in the text type. The objectives covered in this phase enable the children to become familiar with the features of the writing outcome they are working towards.

Phase 2 – Context / SPaG tools. Context / SPaG tools. During this phase, the objectives covered equip the children with a meaningful context for their writing outcome. There are often drama activities planned in order to encourage the children to explore different perspectives. As part of this phase we will teach discrete SPaG (Spelling, Punctuation and Grammar) objectives which we will encourage children to apply in their independent writing.

Phase 3 – Writing. This phase covers the entire writing process, including: planning, writing, self or peer assessing, editing and publishing.

Key objectives for Writing

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

Pupils should be taught 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 ideas.

National Curriculum Objectives

Key objectives for Writing

Composition (continued)

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 sub-headings].

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
- 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.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2.

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

National Curriculum Objectives

At Alexander McLeod Primary School it is our aim that all children develop a deep understanding and love of mathematics and learn the importance and relevance of maths in the 'real' world. We promote a love of maths and ensure that our children develop the ability to recall facts and timestables, and also develop the ability to apply these facts. We support children to develop a good understanding of mathematical concepts and methods so that they are able to apply their knowledge in a range of contextualized problems.

Key Performance Indicators (KPIs) for maths – Year 3

Number and place value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Solve number problems and practical problems involving these ideas

Addition and subtraction

- Add and subtract numbers mentally, including a three-digit number and ones
- Add and subtract numbers mentally, including a three-digit number and tens
- Add and subtract numbers mentally, including a three-digit number and hundreds

Multiplication and division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

Properties of a shape

- Identify right angles and identify whether other angles are greater or less than a right angle
- Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn

Statistics

- Interpret and present data using bar charts, pictograms and tables

National Curriculum Objectives

Key Performance Indicators* (KPIs) for maths – Year 3

Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

* This table outlines the Key Performance Indicators (KPIs) in maths. For pupils to have achieved the expected standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

National Curriculum Objectives

Key Performance Indicators* (KPIs) for maths – Year 4

Number and place value

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Recall multiplication and division facts for multiplication tables up to 12×12
- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Round decimals with one decimal place to the nearest whole number

Fractions

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Round decimals with one decimal place to the nearest whole number
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Convert between different units of measure e.g. kilometre to metre; hour to minute

Properties of shape

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Plot specified points and draw sides to complete a given polygon

Position and direction

- Plot specified points and draw sides to complete a given polygon

Statistics

- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

* This table outlines the Key Performance Indicators (KPIs) in maths. For pupils to have achieved the expected standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Mathematics

How to support your child at home with mathematics:

- Examples of the four operations
- Timestables

Addition and subtraction

$$\begin{array}{r} 234 \\ + 48 \\ \hline 282 \\ \quad + \end{array}$$

Column addition When we use column addition we add numbers together, starting from the lowest value column.

We line up the digits ensuring we use their place value. When the value of the digits is greater than 9 we exchange with the next column to the left.

$$\begin{array}{r} \cancel{3}^2 \cancel{5}^{14} \cancel{6}^1 \\ - 78 \\ \hline 278 \end{array}$$

Column subtraction

We always place the largest number on top. Starting with the lowest value column, we subtract the numbers. If this cannot be done such as $0 - 5$, we need to 'exchange' from the next column, so 0 becomes 10. It is important we cross out the number we exchanged from and write how much is left in that column e.g. 9 becomes 8.

Multiplication

$$4 \times 23 =$$

X	20	3	
4	80	12	= 92

Grid method is when we partition a two-digit number in order to multiply it by a one-digit number. First we partition the two-digit number. Then we multiply both parts by the single digit number and add our answers together.

$$\begin{array}{r} 23 \\ X \quad 4 \\ \hline 12 \quad (3 \times 4) \\ 80 \quad (20 \times 4) \\ \hline 92 \quad (80 + 12) \end{array}$$

Expanded column method is when we record our digits in columns before multiplying. First we multiply the digits in the ones column together and record our answer below. Then we multiply the digits in the tens column by the ones column. Finally, we add our answers together.

Division

$$\begin{array}{r} 15 \\ 3 \overline{)45} \end{array}$$

$$\begin{array}{r} 17 \text{ r}1 \\ 3 \overline{)52} \end{array}$$

Short division (bus stop) is when we divide a number by a 1-digit number. In this example we will use 3.

We ask ourselves "How many groups of 3 are in...?" for each digit under the bus stop, starting from the left, and write the answer on top. If there is a remainder, we carry it over to the next digit. If there are any remainders once we have finished the calculation, we record them next to the bus stop, e.g. 'r1' (see the bottom example).

Times Tables

It is important that children can recall key facts in maths, as this will allow them to more efficiently solve problems. In order to support our children with their fluency in timestables, we have launched a times table record that the children keep with them until they have learnt all their timestables facts up to 12×12 and are able to answer quick fire questions on each one.



To support your child at home, we have set-up an interactive and engaging programme where children are able to practice their timetables on their devices. They set up their own avatar and give it a rockstar name. Children are then able to play games, challenge other children and earn points to feature on leader boards, all whilst learning and rapidly recalling their timetables. You can support your child by ensuring they know their timetables up to 12×12 , challenge them on the way to school to recall their tables or simply join in with them on TT Rockstars.

The Multiplication Tables Check (MTC)

It is imperative that children can confidently recall the timestables up to 12×12 by the end of Year 4. If children are confident in this area of mathematics, it allows them to access the more challenging learning they will come across in Upper Key Stage Two.

At the end of Year 4, all children will be expected to take the statutory Multiplication Tables Check. This will be an online test that will consist of 25 questions. Children will be given 25 seconds to answer each question and the test is designed to check that children can fluently recall the timestables up to 12×12 .

English

How to support your child at home with English:

- Reading
- SPaG (Spelling, Punctuation and Grammar)

Reading

At Alexander McLeod, children have daily guided reading sessions linked to fiction and non-fiction texts. Over a two week period children will be exposed to high quality texts and extracts linked to a similar themes. Teachers support reading skills collectively and ensure needs are also met individually.

Our guided reading sessions are based around the key strands of the National Curriculum for reading, which we remember using the acronym VIPERS:

Vocabulary

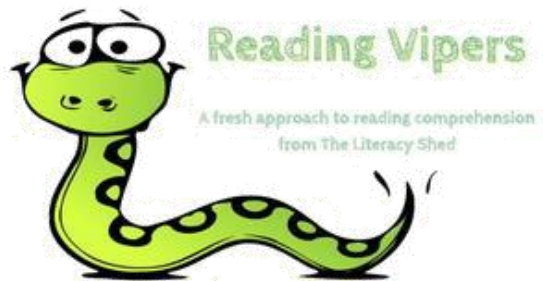
Inference

Predict

Explain

Retrieve

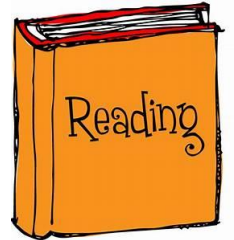
Summarise



Reading

As part of the children's home learning, it is strongly advised that they read for 20 minutes each night. Research suggests children who read regularly develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

You can support your child by: listening them to read, encouraging them to share what they are reading with you and asking them questions such as:



Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book?
- What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

SPaG

In English, high quality texts are used to plan for meaningful writing outcomes using the three phase model:

Phase 1 – Immersion in the text type.

Phase 2 – Context/SPaG tools.

Phase 3 – Writing.

During phase 2 of the model, discrete SPaG (Spelling, Punctuation and Grammar) objectives are taught so that children are able to apply this in their independent writing.

To support your child's knowledge and understanding of SPaG, please refer to the individuals sections on:

Spelling

Punctuation

Grammar

Spelling:



The Spelling Shed is a spelling platform designed by a team of primary school teachers and aims to make spelling fun for students by using games and activities to engage children.

It can be accessed via the Spelling Shed app or website. Each week your child's class teacher will set new spellings on Spelling Shed that they can practise by playing games and collecting points which will move them up on their class leader board. Children will then have a spelling test each week based on the spellings they have been practising on Spelling Shed.

Once logged on, you will see a tab showing a list of words set by your child's teacher. When clicked, the tab will take you to games linking to the spellings set by the class teacher.

Please encourage your child to use the app/website regularly in order to remember their spellings beyond the spelling test.

Year 4 Spellings

Autumn 1

Spelling Shed



Please practice these spellings each week with your child in time for the spelling test every Friday.

We have given you all the spellings for this half term and each week the children will be able to access their new spellings on the Spelling Shed app/website.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Date of test: 16.9.19	Date of test: 23.9.19	Date of test: 30.9.19	Date of test: 7.10.19	Date of test: 14.10.19	Date of test: Half term no test
Accept Except Knot Peace Piece Plain Plane Weather whether	Inactive Incorrect Invisible Insecure Inflexible Indefinite Inelegant Incurable Inability inadequate	Illegal Illegible Immature Immortal Impossible Impatient Imperfect Irregular Irrelevant irresponsible	Submarine Subject Subway Submerge Subtropical Subdivide Subheading Substandard Subtitle submit	Interact Intercity International Interfere Interview Intercept Intercom Internet Interchange interface	

Spelling:

The National Curriculum sets out word-lists for years 3 and 4 and years 5 and 6 which are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2.

More guidance and KS1 and LKS2 word lists can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

National curriculum word list: Years 3 and 4

accident(ally)	early	knowledge	Purpose
actual(ly)	Earth	Learn	quarter
address	eight/eighth	length	Question
answer	enough	library	recent
Appear	exercise	material	regular
arrive	experience	Medicine	reign
believe	experiment	mention	Remember
bicycle	extreme	minute	sentence
breath	Famous	natural	separate
Breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	Strange
Calendar	fruit	often	strength
caught	grammar	opposite	Suppose
centre century	group	Ordinary	surprise
certain	guard	particular	therefore
Circle	guide	Peculiar	though/although
complete	heard	perhaps	thought
consider	heart	popular	through
continue	height	position	various
decide	history	possess(ion)	weight
describe	imagine	possible	woman/women
different	increase	Potatoes	
difficult	important	pressure	
disappear	interest	probably promise	
	island		

Punctuation

.	Full stops go at the ends of sentences. I have completed my homework.
?	Question marks go at the ends of questions instead of full stops. Do you have a coat with you?
!	Exclamation marks show emotion (such as surprise or anger) in sentences or help to really make a point. I really, really hate peas!
,	Commas can be used in lists or to separate clauses in sentences. If it rains, we will have indoor playtime. I like carrots, broccoli, green beans and tomatoes.
:	Colons provide additional information by joining two main clauses in a sentence or when introducing a list. She was a great writer: she used powerful language to make her characters come to life. Today I will: clean my room, do my homework and see my friends.
;	Semi-colons join two similar points (both need to be main clauses): He loves cooking; he can't get enough of finding new recipes.
()	Brackets are used to add parenthesis (extra information in a sentence). It was going to be a lovely day (or so we all thought).
" "	Inverted commas are used to punctuate direct speech (dialogue). "I can't wait to see you!" he exclaimed.

Grammar glossary

active voice

An active verb has its usual pattern of subject and object (in contrast with the passive).

Active: The school arranged a visit.

Passive: A visit was arranged by the school.

adjective

A word used to describe something or somebody.

delicate, red, beautiful

adverb

A word that gives information about a verb (how, when or where the verb is/was done).

slowly, anxiously

Usha soon started snoring loudly.

Adverbs can also describe adjectives.

very, really, extremely

adverbial phrase

An adverbial phrase is a phrase (more than one word) that does the job of an adverb.

The bus leaves in five minutes.

She promised to see him last night.

antonym

Two words are antonyms if they have the opposite meaning.

cold / hot

shy / confident

apostrophe

Apostrophes are used for two different reasons: contractions (when two words become one e.g. can't) or to show possession (when something belongs to someone e.g. Gary's pen).

Apostrophes are NOT used for plurals (more than one of something, e.g. animals)

Grammar glossary

clause

Clauses are 'chunks' of sentences that can be main or subordinate. All clauses contain a subject and a verb.

Main clauses make sense on their own.

Subordinate clauses do not make sense on their own.

It was raining, but we were indoors.



main



subordinate

conjunction

A conjunction links two words or phrases together.

but, so, because, and, when

determiner

Specifies a noun.

the, a/an, those, some, three, Julia's, my

modal verb

Modal verbs express certainty, ability or obligation.

will, would, can, could, may, might, shall, should, must

noun

Naming words for people, places or things.

My big brother did an amazing jump on his skateboard.

Kindness doesn't cost anything.

object

An object has the verb done to it in a sentence.

Harry ate strawberries.

passive voice

The sentence 'It was eaten by our dog' is the passive of 'Our dog ate it'.

Grammar glossary

past tense

Verbs in the past tense show actions that have already happened in the past.

walked, saw, imagined

perfect

The perfect form of a verb generally calls attention to the consequences of a prior event; for example, 'he has gone to lunch' implies that he is still away, in contrast with 'he went to lunch.'

Perfect forms of verbs normally include have/has/had along with the main verb.

phrase

A phrase is a group of words that are grammatically connected so that they stay together. Phrases do not always have to contain subjects and/or verbs.

a dark, mysterious cave

plural

A plural noun normally has a suffix *-s* or *-es* and means 'more than one'. Some nouns have different endings for the plural form.

cats, children, smiles

prefix

A letter or a group of letters that are added to the beginning of a word to change the grammatical form.

misbehave

redo

preposition

A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.

to, from, in, since

Grammar glossary

present tense

Verbs in the present tense show actions that are being completed presently.

try, likes, believe, goes

progressive

The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. *singing*) with a form of the verb *be* (e.g. *he was singing*). The progressive can also be combined with the perfect (e.g. *he has been singing*).

Michael is singing in the store room.

Amanda was making a patchwork quilt.

pronoun

A word that is used instead of a noun in a sentence.

he, she, it, they, I, you, his, them, us

relative clause

A subordinate clause that provides extra information about the noun in a sentence. It usually starts with *who*, *which* or *that*.

Elsie, who is 7, enjoys playing football.

root word

The most basic form of a word. Prefixes and suffixes can be added to a root word.

played- the root word is play

unfair- the root word is fair

subject

The person or thing that does the action of a verb.

The children will study the animals.

Daniel ate the strawberries.

Grammar glossary

subjunctive

A form of the verb used in formal writing to talk about things that should or might happen.

If Zoë were the class president, things would be much better.

The school requires that all pupils be honest.

suffix

a letter or a group of letters that are added to the end of a word to change the grammatical form.

sweetness

driver

synonym

Two words are synonyms if they have the same meaning, or similar meanings.

old / elderly

talk / speak

verb

Verbs are sometimes called 'doing words' because many verbs name an action that someone or something does. Moreover, many verbs name states or feelings rather than actions.

The teacher wrote a song for the class.

He knew my father.

I am worried about my sister.

Models of writing

Expected writing Year 4

Friday 29th November 2019

II: To edit and redraft writing.

Slowly, the rubble parted and revealed a dark narrow cave. Across the floor of the cave,

the water shone and glistened like a thousand shining diamonds. Strangely, mysterious eyes peered through the holes in the walls.

From the roof of the ~~cave~~ deadly cave, the ~~stactites~~ stactites hung like a thousand menacing sharp knives.

From within the ~~roof~~ cave, the whistling wind sang a deadly song. Deep down in the cave a loud scream cried and echoed for help. Further down in the cave, a creepy ghost howled like a pack of

harmful, ruthless words

DR 29.11.19

Models of writing

Expected writing Year 4

Thursday 16th January 2020

L.O: To redraft a recount.

Last Wednesday, was an odd day. That day, would change my life forever. At the break of noon, I was took into the Amazon by Jack (my boss). When we got deep into the tropical rainforest, Jack looked at the biggest kapok tree I have ever seen and stated "chop that one down." After Jack left, I began to hack away with my axe. After an hour, I began to feel naked. One minute later, I laded down to rest. Then, I shut my eyes and fell into the world of dreams.

After a minute, a snake, who I could hear hissing, slithered down the tree. Then

Expected writing Year 4

Monday 10 September 2020

(I) To write a setting description using figurative and sensory language



As dusk crept closer on
a winter day, yellow
eyes stared into the
sky-reaching trees. A light
glowing in the distance. Fast approaching,
the sound of the bruised brambles
and bitter wind began to battle.

As quick as a flash, it sprang into
the sky, not a sound was made.

It was fire! Dancing fire? How is it
alive in these enchanted woods? It's
desolate! All of a sudden, there was
a eerie scream. Beyond the fire there
was an deserted cottage with lights

Greater depth Year 4

Tuesday 15th September 2020

L.E: To write a setting description using figurative and sensory language.



On a great autumn morning, the shuddering forest comes to life. Birds cheer their heart-warming songs as a kingfisher plunges down into the lake. Brambles twist around the trunk of an elderly oak tree, the decomposing leaves make a pathway through the forest. Out of the blue, a fox jumps over the brambles whilst possessing a rabbit. As the rain calms, an adder appears and leaves its ghost behind. Cones plummet down like bullets. The heather sways as the wind blows. The song of a fall goldfinch can be heard in the distance. Leaves float down into the lake. Meanwhile, a open fire burns and snow white smoke rises up. The sound of snapping branches echoes within the forest. Berry bushes losing their berries. Suddenly, noises of feet come through the woods. The men come to the hut. On their back are

Greater depth Year 4

Friday 16th October 2020

LI: To write an informal letter in role.

Hi Daisy,

Long-time no see! How are you? I'm writing this letter because something amazing has happened to me recently.

A few weeks ago, I went on holiday with my friend, Ayomide, to Spain. Whilst we were there, we decided to hire a boat and explore the local coves. However, something terrible occurred! After an hour of sailing, a huge, terrifying storm made us crash the beautiful boat we had hired and then we must've passed out.

A few hours later, we woke up and I could not believe my eyes! We had been washed up on a scorchingly hot, stunning island.

Once we had finally woken up, we were amazed at what we saw. We were on a strange, mysterious

island in the middle of nowhere. Beneath the bright, azure sky, the clear blue water stretched for miles and glistened like a thousand perfect diamonds. Beside the water's edge, the coarse sand tickled our toes and danced in the breeze. As we sauntered along the beach, we could hear the beautiful songs of brightly coloured birds in the sky and the soft sound of the ocean soothed our ears. After a while, we realised that we had to find a way off the island or we would have been stuck there forever, so we decided to explore.

After hours of searching, it dawned upon us that we may be stranded for a while, so we decided to build a shelter. Carefully, we made a axe out of stone and a loose hanging branch. We then used the tool we'd made to chop some wood.