

Spelling

Key Vocabulary (as previous years plus...)

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| antonym | A word opposite in meaning to another (e.g. <i>bad/good, hot/cold</i>). |
| compound word | A word that contains two or more root words e.g. <i>news+paper, ice+cream</i> |
| homophone | Two different words are homophones if they sound the same when pronounced but have different meanings and spellings e.g. <i>hear/here, pair/pear, night/knight</i> |
| plural | Plural means two or more people, places, things or ideas e.g. [singular] <i>dog</i> , [plural] <i>dogs</i> or [singular] <i>penny</i> , [plural] <i>pennies</i> |
| prefix | A prefix is added at the beginning of a word in order to turn it into another word e.g. <i>disappear, unhappy</i> |
| root word | This is a basic word with no prefix or suffix added to it e.g. <i>fruit, fruity, fruits, fruitful</i> |
| singular | Singular means one person, place, thing or idea |

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| suffix | A suffix is an 'ending', used at the end of one word to turn it into another word e.g. <i>teacher, helping</i> |
| synonym | A word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i> . |
| word family/ word class | Word families are groups of words that have a common feature, pattern or meaning. They usually share a common root word, to which different prefixes or suffixes are added. |

| How to help | Useful links |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Practise spelling words from the Year 4 list. <input type="checkbox"/> Encourage your child to spot patterns in their spelling words. <input type="checkbox"/> Practise spelling these words in the context of a sentence. <input type="checkbox"/> Practise using a dictionary to look up the definitions of words. | <ul style="list-style-type: none"> <input type="checkbox"/> https://home.oxfordowl.co.uk/english/pri-mary-spelling/ <input type="checkbox"/> https://www.bbc.co.uk/bitesize/topics/zhrrd2p |

| Reading | |
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| <u>Key Vocabulary</u> | |
| decoding | The physical act of reading, breaking down each word into its phonic sounds to read it and understand its meaning. |
| comprehension | Understanding the content of what has been read and being able to explain this. |
| retrieval | Finding information from a text. |
| prediction | Saying what will happen next or as a result of something. |
| inference | Making assumptions about what is happening in a text from what you know |
| deduction | Using evidence in a text to support an idea |
| sequencing | To arrange information taken from a text into the correct sequence or order. |
| summarising | To read and take the essence of an idea from a text, extract the key points. |
| How to help | Useful links |
| <ul style="list-style-type: none"> • Listen to your child read regularly and discuss what they have read with them. • Encourage reading for pleasure, model and discuss reading yourself. • Visit the library and encourage your child to read a range of books, both fiction and non-fiction. | <ul style="list-style-type: none"> • https://home.oxfordowl.co.uk/reading/ • https://www.bbc.co.uk/cbbc/curations/welove-books • Free E-books: https://www.oxfordowl.co.uk/forhome • Book Finder: https://www.booktrust.org.uk/books-andreading/bookfinder/ |
| Suggested authors for Year 4 | |
| <ul style="list-style-type: none"> • PG Bell • Cressida Cowell • Gillian Cross • Sophie Kinsella • CS Lewis • Michael Morpurgo • Liz Pichon • JK Rowling | <p style="text-align: center;">Book Trust list of best books for ages 9-11: https://www.booktrust.org.uk/booklists/1/100best-books-9-11/</p> |

| Writing | |
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| Key Vocabulary | |
| autobiography | This is a text written about one's own life. |
| biography | A biography is a text written about someone else's life |
| diary | This is a record of events where an individual records their experiences, feelings and thoughts. |
| explanation | This is a non-fiction text which describes a process e.g The water cycle, how bees make honey |
| instructions | These explain to someone how to do something in a methodical and accurate manner, e.g. bake a cake |
| letters | Letter writing is the exchange of written or typed messages. They can be informal [sent between friends, family or acquaintances] or formal [formal exchanges with businesses or other official organisations]. |
| narrative | A narrative is a story that you write or tell to someone. |
| newspaper | Newspaper reports are found in newspapers and their purpose is to inform readers of what is happening in the world around them. |
| non-chronological report | This is a non-fiction report which is not written in time order and includes various facts about a given topic e.g. an animal, a religion, planet or sport. |
| persuasive | Persuasive writing intends to convince readers to believe in an idea or opinion. |
| play script | This is a piece of writing written to be performed aloud or on a stage. |
| poetry | Poetry is a form of artistic writing that is a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative way by using rhyme and meter. |
| recount | A recount text is a piece of writing that gives details of an event that has happened, written in chronological order and in past tense e.g. a diary |
| report | Reports are documents that presents information in an organised format for a specific audience and purpose. |
| How to help | Useful links |
| <ul style="list-style-type: none"> • Practise a neat and joined handwriting style in line with the school policy. • Practise using a thesaurus to find synonyms for words. • Encourage children to read a variety of genres and discuss the features of these genres. • Encourage your child to write for pleasure at home, a diary, letter, story etc. | <ul style="list-style-type: none"> • www.letterjoin.co.uk • https://home.oxfordowl.co.uk/english/primary-writing/ |

| Grammar | |
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| Key Vocabulary (as previous years plus...) | |
| abstract noun | Abstract nouns name a quality or an idea that cannot be physically quantified with the senses e.g. love, happiness |
| adverbial | Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before] |
| adverbial phrase | An adverbial phrase is a group of words that functions as an adverb e.g. Jack will sit <i>in silence</i> . The adverbial phrase "in silence" is functioning as an adverb of manner. It tells us <i>how</i> Jack sat. |
| apostrophe for contraction/omission | Used to indicate the omission of a letter to contract a word (e.g. does not becomes doesn't) |
| apostrophe for possession | Used to show ownership (e.g. the boy's car) |
| clause | A group of words which contains a verb. |
| coordinating conjunction | A conjunction placed between words, phrases, clauses, or sentences of equal rank, e.g. <i>and, but, or</i> . |
| comma | These are used to separate a list, after a fronted adverbial and to separate direct speech from a reporting clause |
| determiner | A modifying word that determines the kind of reference a noun or noun group has e.g. <i>a, the, every</i> |
| direct speech | Writing down the part being spoken e.g. <i>Rachel shouted loudly, "Watch out!"</i> |
| expanded noun phrase | A phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be added to separate the sentence e.g. <i>the bright, blue hat</i> |
| fronted adverbial | Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. <i>Later that day, I heard the bad news</i> |
| indirect/reported speech | Summarising what has been said e.g. <i>He said they'd already eaten when he'd arrived.</i> |
| paragraph | A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. |
| possessive pronoun | Words that demonstrate ownership e.g. <i>his, her, their</i> |
| preposition | A word which shows the relationship (or position) between two nouns in a sentence e.g. <i>The book under the table.</i> |
| present perfect form of verbs | Instead of the simple past e.g. <i>He has gone out the play = He went out to play</i> |
| pronoun | Word that takes the place of a noun e.g. <i>it, he, she</i> |

| subject, object | The subject is the person or thing doing something, and the object is having something done to it |
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| subordinate clause | Typically introduced by a conjunction, that forms part of and is dependent on a main clause e.g. <i>'when it rang' in 'she answered the phone when it rang'.</i> |
| subordinating conjunction | A conjunction that introduces a subordinating clause, e.g. <i>although, because.</i> |
| How to help | |
| <ul style="list-style-type: none"> Remind your child to speak in grammatically accurate sentences. Discuss the grammatical terminology with them and ensure they understand and can correctly use the terms to describe their own and other's writing. | Useful links |
| | <ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zhrrd2p https://home.oxfordowl.co.uk/english/primarygrammar/ |