



**Years 4 Programme of Study for English  
St William's Catholic Academy**



Writing – Transcription <b>Spelling</b>	Writing – Transcription <b>Handwriting</b>	Writing – <b>Composition</b>	Writing - <b>Grammar and punctuation</b>
<p><b>Spelling (See English Appendix 1)</b></p> <p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that their ascenders and descenders of letters do not touch.</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ol> <p>Draft and write by:</p> <ol style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ol> <p>Evaluate and edit by:</p> <ol style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ol> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud in their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p><b>Refer to Vocabulary, Grammar and Punctuation Overview and English Appendix 2</b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2:</p> <ol style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ol> <p>Indicate grammatical and other features by:</p> <ol style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> </ol> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>