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|  | Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | | Week 10 |
| Autumn | **Getting Ready to Write**  Year 3 English: Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]  Express time, place and cause using adverbs [for example, then, next, soon, therefore]  Express time, place and cause using prepositions [for example, before, after, during, in, because of]  Introduction to inverted commas to punctuate direct speech  Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] | | | | | | | **Pronouns**  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | | **Fronted Adverbials**  Using fronted adverbials  Fronted adverbials [for example, Later that day, I heard the bad news.]  Using commas after fronted adverbials  Use commas after fronted adverbials | | | |
| Spring | **Apostrophes**  Indicating possession by using the possessive apostrophe with plural nouns  The grammatical difference between plural and possessive –s  Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] | | | | | **Speech**  Using and punctuating direct speech  Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] | | | | **Noun phrases**  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) | | | **Suffixes**  Spell words with endings sounding like /ʒə/ or /tʃə/  Spell words with endings which sound like /ʒən/ | |
| Summer | **Standard English**  Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | | | **Paragraphs**  Use of paragraphs to organise ideas around a theme | | | | | | **Suffixes**  Spell using the suffix –ation Spell using the suffix –ly Spell using the suffix –ous  Spell words with endings which sound like /ʃən/, spelt – tion,–sion, –ssion, –cian | | | | |

Rodmersham School

Grammar Scheme of Work Year 4