

Spelling,
Punctuation and
Grammar

Year 4 Writing Booklet

Brookvale Primary School



What we are expected to know in Year 4

Openers in Year 4

Time connectives:

Eventually, Immediately, Before, Without warning, To his amazement/ surprise

1. **Eventually** they reached the finish line.
2. **Before** riding his bike he checked his brakes.
3. **Without** warning the light flickered and went out.
4. **To his amazement** he saw a UFO in the sky.

ly words:

Fortunately, Luckily, Unfortunately

1. **Fortunately** she had remembered her umbrella as it had started to rain.
2. **Luckily** the rain only lasted for a few minutes.
3. **Unfortunately** he dropped his winning lottery ticket down the drain.

where words (prepositions):

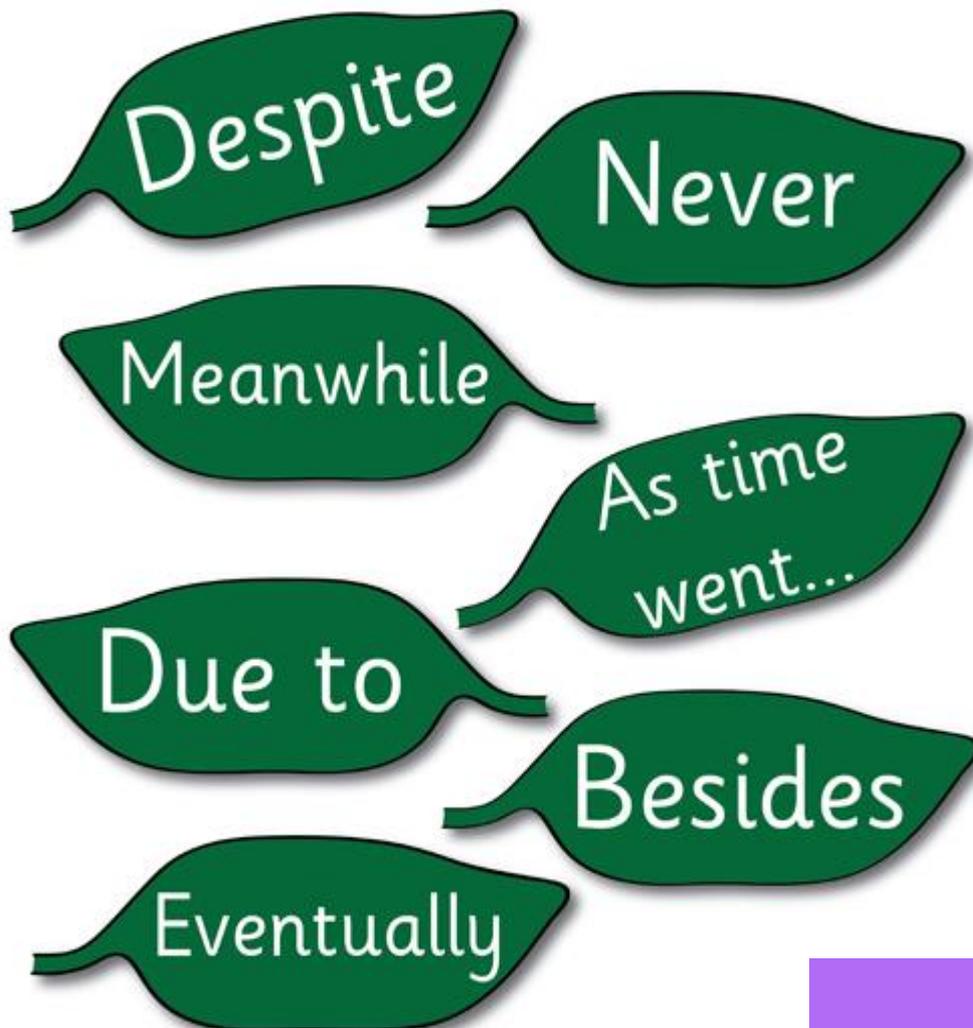
Beneath, Above, Beyond

1. **Beneath** the waves an angry sea monster waited.
2. **Above** the clouds was a magical city.
3. **Beyond** the city lived the evil ogre.

'ing' starters (Verbs)

Running along, Crawling

1. **Running along** the canal, tripped and fell in.
2. **Crawling through** the field he came across a strange object.

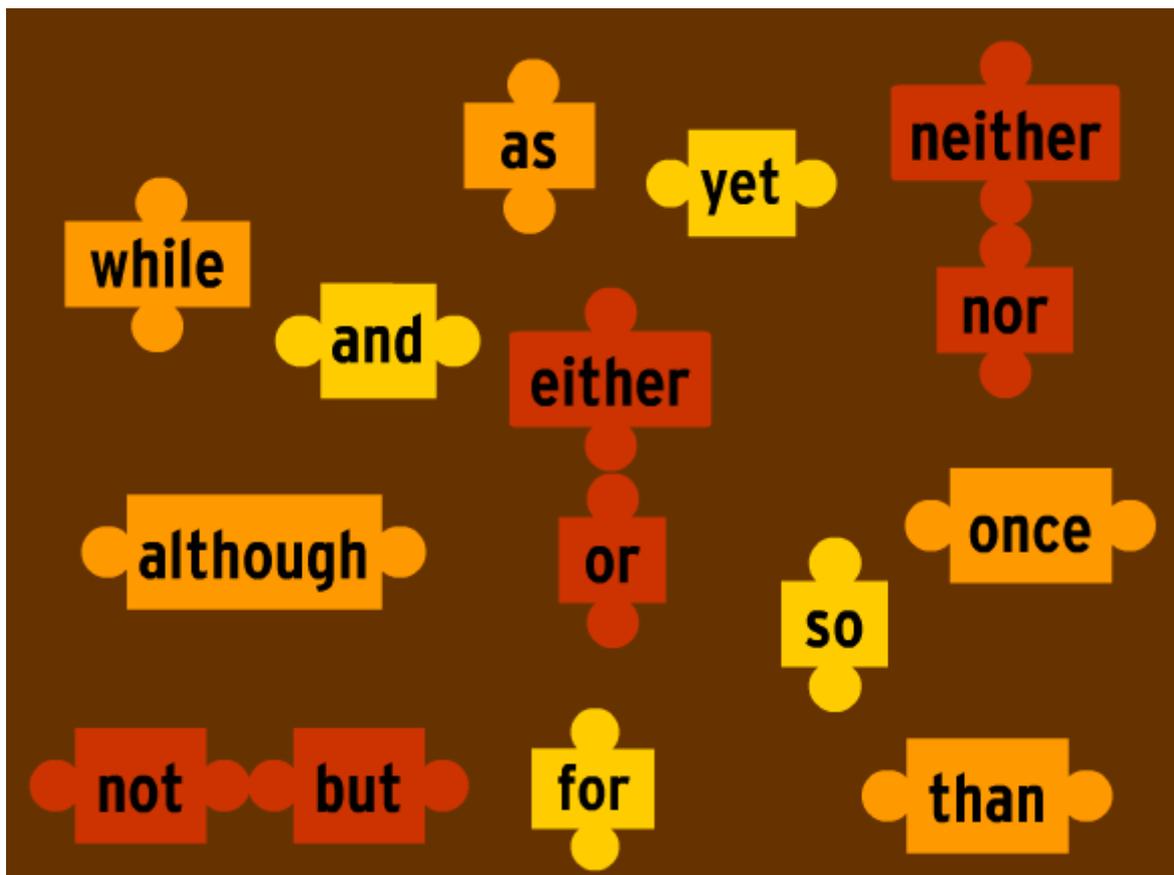


KEEP
CALM
AND VARY
SENTENCE
OPENERS

Year 4 Conjunctions

especially, unless, except, apart from

1. Johnny was always hungry **especially** after school.
2. Jennie will not do well in her tests **unless** she tries harder in school.
3. We cannot use the trim trail **except** on a Wednesday.
4. He likes all vegetables **apart from** asparagus.



Year 4 - Understanding the Language

Adjectives to modify a noun

1. The **strict** maths teacher gave lots of homework.
2. Her **curly** hair was difficult to style.

Preposition phrases – phrases which begin with a preposition and end with an noun

1. by the ocean.
2. under the table.

Metaphors- A metaphor is a word or phrase that is used to make a comparison between two people, things, animals, or places

1. The snow is a white blanket.
2. The world is a stage.
3. Time is money.
4. The sun is a golden ball.

More specific technical nouns

1. The new hut had a roof of **corrugated iron**.
2. Mum wrote her shopping list with a **ballpoint pen**.
3. He sat and at watched the television snacking on **cashew nuts**.

Year 4 – What Writers Do

Sequencing writing in paragraphs

There are a few standard times to make a new paragraph:

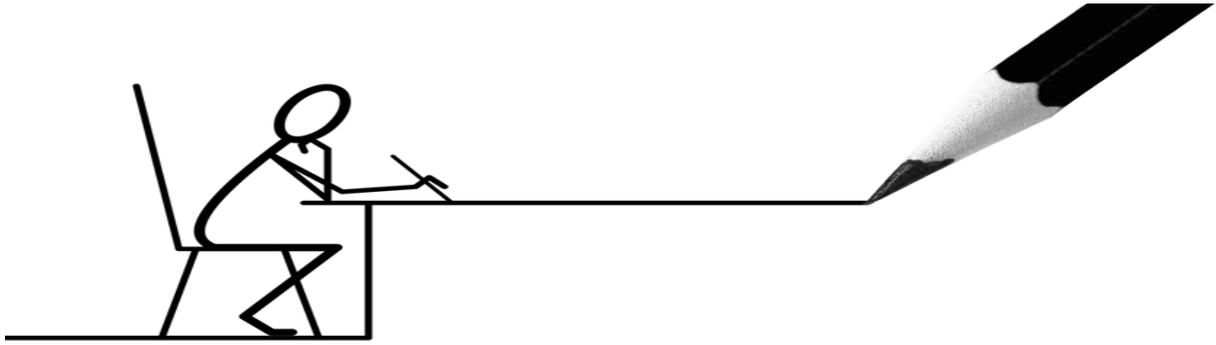
1. When you start a new topic
2. When you skip to a new time
3. When you skip to a new place
4. When a new person begins to speak
5. When you want to produce a dramatic effect

Write for a wide range of purposes using the main features identified in reading.

1. Descriptive
2. Instructional
3. Letters and journal
4. Poetry
5. Recount
6. Newspaper

Use techniques used by authors to create characters and settings

Characters and setting descriptions using similes, metaphors, alliteration, adjectives.



Year 4 – Tell it in a Sentence

Short sentences for impact

An endless night. In and out of dreams. In and out of sleep. Dad snoring and snuffling in the room next door.

Drop in who clauses

1. Mark, **who was tired**, fell asleep.
2. Michael Jackson, **who was a famous singer**, died too young.
3. The celebrity, **who I met yesterday**, is extremely wealthy.

Drop in 'ing' clauses

1. Anne, **singing with friend**, started to laugh.
2. The dog, **trying to scare the burglars**, barked nosily.
3. Doug, **pretending to be asleep**, managed to fool his mum.

Repetition for emphasis

Dad shouted 'Barry, run! Run Barry, Run!'

Simple noun phrases using two adjectives

1. The **old, brown** cow was chewing the cud.
2. Rachel was a **beautiful, kind** girl.
3. The **autumnal, orange** leaves fell to the ground.

Dialogue with a verb and adverb

1. 'Goodbye,' he **shouted loudly**.
2. She whispered quietly, 'It's time for bed.'
3. The children yelled excitedly, 'Goal!'

Frontal Adverbials - a word or phrase at the start of a sentence that describes the action that follows

1. **Later that day**, I heard the good news.
2. **Before the sun came up**, he ate his breakfast
3. **As fast as he could**, the rabbit hopped.



Year 4 – My Punctuation

Inverted commas for direct speech – ensure new line for new speaker

“I wish I could fly,” John said longingly.

“Why don’t you grow wings, then?” Sarah snapped back.

Apostrophe - for single possession (before the s)

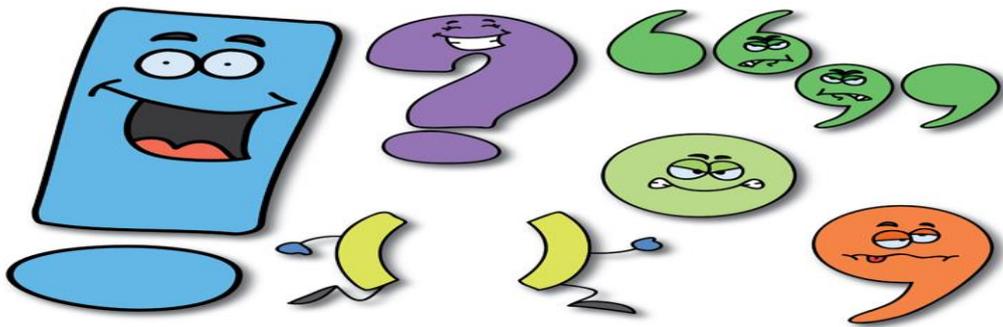
1. The **girl’s** name
2. Graham picked up **Rachel’s** pencil.
3. **Peter’s** mum was picking him up from school.

Apostrophe - for plural possession (after the s)

1. The boys' boots were dirty.
2. Witches' hats are usually pointed.
3. The tables' legs were wobbly and needed repair.

Frontal Adverbials – use of commas after the frontal adverbial

4. Later that day, I heard the good news.
5. Before the sun came up, he ate his breakfast
6. As fast as he could, the rabbit hopped.



Year 4 – My Spelling

- Distinguish between the spelling and meaning of homophones
eg. new-knew, heard –herd, sea-see, to-two-too
- Use the suffix 'ation'
eg. information, adoration, nation, elevation
- Words sounding like 'er' spelt 'ure'
eg. treasure, picture, enclosure, creature
- Endings that sound like 'sion'
eg. invasion, television, decision, extension
- 'ly' words using the root word to aid spelling
eg. happy/happily, angry/angrily, sad/sadly, cross/crossly
'ly' word exceptions

truly, duly, wholly, nobly

- Use the suffix 'ous'

eg. dangerous, ravenous, courageous, enormous

- Consolidate prefixes

re – rewind, rewire, rejig, recite

super – supercede, superman, supersonic, supermarket

inter – intermission, intercede, interject, integrate

anti – antibiotic, antifreeze, antiseptic, antidote

auto – automatic, automobile, automate, autograph

sub – subject, sublevel, subway, submarine

- Words with 'sh' spelt 'ch'

eg. chef, chalet, machine, brochure

- Words sounding like 'tion'

tion – information, hesitation, vibration, creation

sion – extension, pension, division, television

ssion – profession, discussion, possession, confession

cian – magician, politician, mathematician, optician

- Words with 'g' sound spelt 'ue'

eg. tongue, fatigue, league, intrigue

- Words with 'k' sound spelt 'que'

eg. antique, unique, boutique, picturesque

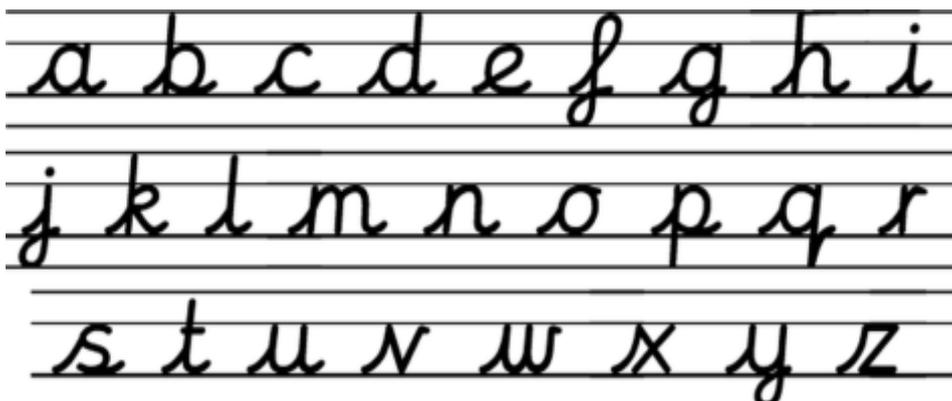
- Understand the use of the apostrophe in contracted forms

eg. I will/I'll, can not/ can't, I have/I've, we shall/we'll



Year 4 – Presentation

- Use the diagonal and horizontal strokes that are needed to join letters.
- Increase the legibility and quality of handwriting by ensuring that down strokes of letters are parallel and that ascenders and descenders do not touch.



Hdaf

Ascender

gipy

Descender

- Proof read for spellings and punctuation errors

