



## The Berkeley Academy SPaG Long Term Plan

### Year 4

Grammar coverage				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	<b>Compound nouns</b> using hyphens	<b>Repetition to persuade:</b> <i>Fun for now, fun for life</i>
<b>Informal and formal language</b>	<b>Possessive pronouns:</b> <i>yours, mine, theirs, ours, hers, his, its</i>	<b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es"  <i>baby – babies</i>	<b>Starting a sentence with "ing"</b> , using a comma to demarcate the subordinate clause:  <i>Flying through the air, Harry crashed into a hidden tree.</i>	<b>Drop-in clause with an "ing" verb:</b>  <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the subordinate clause.
<b>Expanded noun phrases:</b> <i>Changing The teacher to The strict English teacher with the grey beard</i>	<b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i>	<b>Verbs</b> ending in "y": change the "y" to an "i" and add "-es"  <i>carry – carries</i>	<b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est"  <i>happy – happier – happiest</i>	A sentence that gives three actions:  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	<b>Verbs –</b> Past perfect continuous: <b>"had" + past participle + "ing"</b>	Know the difference between a preposition and an adverb	Capital letters for <b>proper nouns:</b> names, places, days of the week, months, titles and languages	<b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"
<b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	<b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs –</b> Modal verbs: <i>could, should, would</i>	<b>Compound sentences</b> using all the co-ordinating conjunctions	<b>Adjectives</b> ending in "-ed": <i>frightened, scared, etc.</i>
<b>Using inverted commas</b> where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i>  Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.				



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Spelling	Sentence/ grammar lessons
Plural nouns of words ending in “o”	Possessive apostrophe for singular and regular plurals
Specific determiners	Informal and formal language
Synonyms for verbs	Expanded noun phrases
Progressive/continuous verbs	Fronted adverbials
Modal verbs	Inverted commas
Proper nouns – names of people, places, titles, languages, months and days	Use of pronouns for cohesion and to avoid repetition
Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-”	How to use specific determiners
Adjectives ending in “-ed”	Past perfect continuous tense
Verbs ending in “y”: change “y” to “i” and add “-es”	Change verbs in a sentence to give greater effect
Noun plurals ending in “y”: change “y” to “i” and add “-es”	Starting a sentence with an “-ing” verb
Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i>	Write a drop-in clause with an “-ing” verb
Prepositions	Modal verbs
Compound nouns using hyphens	Know the difference between a preposition and an adverb
Specific determiners	Compound sentences
Possessive pronouns	Start a sentence with a preposition and a comma
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	Repetition to persuade
	Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction
	How to use possessive pronouns



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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.