



**Grammar, Punctuation and Spelling**

**Year 4**

**Spring Block 4**

## Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases			4. Suffixes		Assessments
Summer	1. Standard English		2. Paragraphs				3. Consolidation of Lower KS2					Assessments

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which break down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

## Spring Block 4 – Suffixes

### National Curriculum Objectives:

- (3G6.4) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Terminology for pupils:
  - (3G6.4) word family
- Spell words with endings sounding like /ʒə/ or /tʃə/
- Spell words with endings which sound like /ʒən/
- Spell using the suffix –ation
- Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

### Small Steps

1. Word Families
2. Words Ending in ‘-sure’, ‘-ture’ or ‘-cher’
3. Adding ‘-ation’, ‘-sion’, ‘-ssion’, ‘-tion’ or ‘-cian’
4. Using Suffixes

# Step 1 – Word Families

## Notes and Guidance

- Word families are common words which share the same root word and are related in form and meaning.
- Most children should be familiar with word families from Year 3, and be able to recognise known suffixes and identify the root word.
- Children should also be able to use root words and definitions of known suffixes to help them work out the meaning of words within word families.
- In this step, children will revisit how to identify root words, in addition to recognising and using word families.

## Focused Questions

- Identify the root word in each of the word families below.
- Explain the meaning of the root word when a particular prefix or suffix is added.

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 2 – Words Ending in ‘-sure’, ‘-ture’ or ‘-cher’

### Notes and Guidance

- Having recapped word families and root words in the previous step, children can now begin selecting the correct endings to match root words.
- In this step, children will focus upon spelling ‘-sure’, ‘-ture’ or ‘-cher’.
- They will begin to recognise the correct spelling for words with endings sounding like /ʒə/ or /tʃə/ and use them in their own writing, in addition to identifying where the sounds have been spelt incorrectly (for example, *teacher* and *teature*).

### Focused Questions

- Which spelling of the sound /tʃə/ should be used in the following words?
- Change the words by adding the correct endings.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 3 – Adding ‘-ation’, ‘-sion’, ‘-ssion’, ‘-tion’ or ‘-cian’

### Notes and Guidance

- In this step, children will move on to focus upon the suffixes ‘-ation’, ‘-sion’, ‘-ssion’, ‘-tion’ or ‘-cian’.
- They will begin to recognise these endings, correctly identify the root word and use them in their own writing by spelling them correctly.

### Focused Questions

- Which spelling of the sound /jən/ fits with the following root words?
- Identify the root word in each of these words.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 4 – Using Suffixes

### Notes and Guidance

- Children have covered word families, root words and suffixes in the previous steps.
- In this optional step, they will use all suffixes for Year 4. These include the suffixes from the previous steps, in addition to words ending in '-ly' or '-ous', and suffixes beginning with vowel letters added to words of more than one syllable.

### Focused Questions

- Change the words by adding the correct suffix (some incorrect suffixes added to words, or words without suffixes)

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.