



**Grammar, Punctuation and Spelling**

**Year 4**

**Summer Block 1**

## 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 breaks 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.

# Summer Block 1 – Standard English

## National Curriculum Objectives:

English Year 4: (4G7.1) 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]

## Small Steps

1. 'Were' or 'Was' and 'Did' or 'Done'
2. 'I' or 'Me'
3. 'Have' not 'Of' and 'These/Those' not 'Them'

## Step 1 – ‘Were’ or ‘Was’ and ‘Did’ or ‘Done’

### Notes and Guidance

- Standard English is the form of the English language that is nationally accepted as the usual correct form and does not use any slang. There is, however, some grammatical variation according to regional dialects.
- In this step, comparisons will be made between the use of the words *were* and *was*, and *did* or *done*.
- *Were* and *was* are the two simple past forms of the verb ‘to be’. *Was* is used for singular (I/he/she/it was), and *were* is used for plural (we/you/they were). The second person singular is an exception which uses *were*.
- *Did* is the simple past form of the verb ‘to do’ (for example, *I did my homework*), whereas *done* is the past participle of the verb ‘to do’ which is used to create the perfect form of tenses (for example, *I have done my homework* in the present perfect tense).
- Children will identify when these words have been used correctly, in addition to recognising the difference between standard and non-standard English.
- Children will be able to write sentences using the appropriate words in different standard English sentences.

### Focused Questions

- Which word is correct in the sentence below, *were* or *was/did* or *done*?
- Is this sentence written in standard English? How do you know?
- Add the correct word to the sentence so that it becomes standard English.
- Insert the correct word in the standard English sentence below.

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 – 'I' or 'Me'

### Notes and Guidance

- Standard English is the form of the English language that is nationally accepted as the usual correct form.
- In this step, comparisons will be made between the words *I* and *me* which are both pronouns.
- *I* is a nominative pronoun which means it is the subject of a sentence (*I went to the shop*), whereas *me* is an object pronoun, meaning it is the direct or indirect object of the verb in a sentence (*He gave me a book*).
- Children will identify when these words have been used correctly, in addition to recognising the difference between standard and non-standard English.
- Children will be able to write sentences using the appropriate words in different standard English sentences.

### Focused Questions

- Insert *I* or *me* in the sentence below to make it standard English.
- Remove one of the subjects in the sentence to decide if *I* or *me* should be used. For example, Adam and I ate popcorn vs Adam and me ate popcorn. Removing the subject Adam, it is clear to see which pronouns should be used (*I* ate popcorn).
- Identify the correct word in each of these sentences to make the sentences standard English.
- What is the subject/object of the sentence?

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 – ‘Have’ not ‘Of’ and ‘These/Those’ not ‘Them’

### Notes and Guidance

- Standard English is the form of the English language that is nationally accepted as the usual correct form.
- In this step, children will recognise and understand the difference between using *have not of*, and *these not them*.
- *Have* and *of* are commonly confused when modal verbs (*will/would/could/should/might/must*) are followed by the verb ‘to have’. When these words are contracted (*should’ve*), they sound more like *should of*, hence the confusion and grammatical error.
- *These* and *them* are commonly confused due to variations in regional dialects (for example, *Them people are looking at me* versus *These people are looking at me*). *Them* and *these* are both pronouns. *Them* is an object pronoun and so it is the direct or indirect object of the verb in a sentence. *These* and *those* are demonstrative pronouns which can function as both the subject and object of a sentence, replacing the noun, e.g. *These (toys) are her toys*.
- Children will identify when these words have been used correctly, in addition to recognising the difference between standard and non-standard English.
- Children will be able to write sentences using the appropriate words in different standard English sentences.

### Focused Questions

- Tick the sentence which uses standard English.
- Match the words to the standard English sentences, e.g. We could \_\_\_\_ fun (*of* or *have*)
- Identify the noun that the word *these* could be referring to.

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.