



YEAR 4 WRITING – Part 2

The teaching of the following core knowledge and skills should be done within the context of the following text types;

Imaginative				Information			Argument	
Fables	Picture books	Cinquains	Narratives	Letters	Community rules	Procedures	Advertisements	Book reviews of picture books
				Reports based on note making	Instructions			
				Simple interview questions				

Word Study	Phonics and Vocabulary	Spelling
<p><b>ANTONYMS for;</b> Arrive strength sharp rise known nobody forget fresh enemy obey together always elder import</p> <p><b>SYNONYMS for;</b> Strange reply terrible gather whole stream Angry hungry perform rescue old afraid Start sparkling centre</p> <p><b>HOMOPHONES</b> Hear–here steel- steal creak- creek rode- road their-there groan-grown Steak-stake saw-sore passed-past fir-fur hole-whole shore-sure Team-teem bore-boar where-wear ate-eight sew-sow-so Weather-wether-whether</p> <p><b>COMPOUND WORDS</b> airport, girlfriend, boyfriend, campsite, grandparent, grandchild, evergreen, fortnight, passport, friendship, bookmark, hardship, clockwise</p> <p><b>PREFIXES</b> bi – bicycle tri – tricycle out – outside un – undid over – overseas under – understate mid – midship circum - circumnavigate</p> <p><b>SUFFIXES</b> ful - beautiful hood - childhood ly - friendly y - dusty let - booklet ess - princess less - meatless ness – darkness able - comfortable</p> <p><b>COLLECTIVE NOUNS</b> audience, team, crew, mob, school, throng, choir, class, crowd, library, bouquet, haul ,litter, herd, school, shoal, swarm, gaggle.</p> <p><b>MASCULINE - FEMININE</b> bride- bridegroom lady- gentleman lady-lord stallion-mare ewe-ram witch-wizard-warlock son-daughter sister-brother fox-vixen goose-gander princess-prince grandfather-grandmother duck-drake mother-father</p> <p><b>ADULT - PROGENY</b> rabbit-kitten whale-calf bird-nestling swan-cygnnet eagle-eaglet giraffe-calf goose-gosling deer-fawn sheep-lamb lion—cub</p> <p><b>CONTRACTIONS</b> you're, they're, we're, I'm you've, they've, we've, I've it's, that's, what's shouldn't, couldn't, wouldn't won't, can't, isn't, aren't</p> <p><b>ABBREVIATIONS</b> USA, UK, NZ, a.m. p.m. Mr, Mrs, MS e.g. ea. Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Jan. Feb. Mar. Apr. Jun. JuL Aug. Sept. Oct. Nov. Dec. No. GP, St, Rd, Cres. Ave, Tee Mm, cm, km, kg, Kl</p> <p><b>ROOT WORDS</b> Phono (Gk) – sound skopeo (Gk) – afar finis (L) – end dentis (L) – tooth Grapho (Gk) - write</p>	<p><b>PHONICS</b></p> <p><b>DIGRAPHS / BLENDS</b> Revise-Previous diagraphs c--circus, cent, cycle aigh-straight er-sergeant sc-science au-gauge ough-bough ie-friend ch-Christmas oo-food ai -plaid our-journey</p> <p><b>VOCABULARY</b></p> <p><b>IMPROVING OUR VOCABULARY</b></p> <p><b>USING BETTER WORDS</b> Nice Got Lot Said Went</p> <p><b>TROUBLESOME WORDS</b> Speech Errors</p> <ul style="list-style-type: none"> <li>One – More than one Is – are was – were doesn't – don't</li> <li>Stand alone - Needs a helper Saw – seen ran – run did – done went – gone wrote – written Sang – sung gave – given drank – drunk swam – swum come - came</li> </ul> <p><b>Incorrect Usage</b></p> <ul style="list-style-type: none"> <li>May or can</li> <li>Teach or learn</li> <li>Off or from</li> </ul>	<p>In the teaching of Spelling, reference should be made to the following when introducing words;</p> <ul style="list-style-type: none"> <li>Sound patterns (eg knew, fuse, emu, argue)</li> <li>Visual patterns (eg bread, feast)</li> <li>Meaning patterns (eg prefixes, suffixes) to spell multi- syllabic words</li> <li>Generalisations that can be made about the spelling of words (eg when 'g' is followed by 'I', or 'y' it usually sounds like 'j' - giant, general)</li> </ul> <p><b>SPELLING RULES</b></p> <p><b>WORDS ENDING IN "E"</b></p> <ol style="list-style-type: none"> <li>When a word ends in an "e", the "e" is usually dropped when a suffix beginning with a vowel is added.</li> <li>When a word ends in an "e", the "e" is usually kept when a suffix beginning with a consonant is added.</li> <li>When a word ends in "ce" or "ge", the "e" is kept when the suffix "able" or "ous" is added.</li> </ol> <p><b>SHORT VOWEL SOUNDS - DOUBLE LETTERS</b></p> <ol style="list-style-type: none"> <li>Usually, if a word has a short vowel sound the consonant that follows it is doubled.</li> </ol> <p><b>DOUBLING THE LAST LETTER</b></p> <ol style="list-style-type: none"> <li>Words of one syllable, ending with a vowel before a consonant, double the last consonant when an ending is added.</li> <li>Words of more than one syllable, with the accent on the last syllable, and ending with a vowel before a consonant, double the last consonant when an ending is added.</li> </ol> <p><b>"EI" AND "IE"</b></p> <ol style="list-style-type: none"> <li>Write "i" before "e" except after "c", when the sound in the word is like "ee".</li> </ol> <p><b>ENDING IN "Y"</b></p> <ol style="list-style-type: none"> <li>If a word ends in a "y", preceded by a consonant, the "y" is changed to "i" when a suffix is added. (i.e. Except for suffixes beginning with an "i".)</li> <li>If a word ends in a "y", preceded by a vowel, the "y" is kept when any suffix is added.</li> </ol> <p><b>PLURALS:</b> Plural means "more than one".</p> <ol style="list-style-type: none"> <li>Usually, a plural word is adding the letter "s".</li> <li>If a word ends in a consonant and a "y", the "y" is changed to an "i" and "es" is added to form the plural.</li> <li>If a word ends in a vowel and a "y", only an "s" is added to form the plural.</li> <li>If a word ends in "f" or "fe", the "f" or "fe" is changed to "v" and "es" is added to form the plural. (Exceptions: roof, reef, dwarf)</li> <li>Usually, if a word ends in an "o", "es" is added to form the plural. Exceptions: (a) If a vowel precedes the "o", just add an "s". e.g. radios (b) Words related to music. e.g. pianos, concertos</li> <li>If a word ends in "s", "z", "x", "ch" or "sh" just add "es" to form the plural</li> </ol>