



Welcome to Year Four

Bishop's Waltham Junior School, 2023



Welcome to Year Four! We're looking forward to building on the foundations of Year 3 as we head into new, interesting topics and develop children's skills in English and maths.

Year Group Staff

The teachers in Year Four are Mr McKenna (Jackalberry Class), Mrs Glasspool (Ash Class, Monday – Thursday), Mrs Thomas (Ash Class, Friday, Redwood Class, Monday - Wednesday) and Mrs Zillwood (Redwood Class, Wednesday – Friday). We are joined in the year group by our TAs, Mrs Amos, Mrs Gill, Mrs Burrows, Miss Ash-Cutler, Mrs Jones and Miss Smith.



*Mrs Amos, Mr McKenna, Miss Smith, Mrs Thomas, Miss Ash-Cutler, Mrs Jones,
Mrs Burrows, Mrs Zillwood, Mrs Glasspool, Mrs Gill*

Children will be taught in their classes for all their subjects.

Communication Between Home and School

The best way to get in touch with your child's teacher this year will be by email.

Mr.McKenna@bwjsapps.co.uk

Mrs.Glasspool@bwjsapps.co.uk

Mrs.Thomas@bwjsapps.co.uk

Mrs.Zillwood@bwjsapps.co.uk

The following email addresses will ensure that both relevant class teachers receive your email:

ashteachers@bwjsapps.co.uk

redwoodteachers@bwjsapps.co.uk

If you need to speak to your child's class teacher, we will be able to phone home on request. If you need to see your child's class teacher in person, we will be able to arrange appointments at mutually convenient times. There will be formal parents' evenings in October and March. In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths. In July, you will receive a formal report of your child's progress over the year.

Timetabling / Outline of the Day

Our PE lessons will be on a Thursday this year; our swimming lessons are scheduled to be on a Tuesday; we will alternate our sessions between classes to make the most of the available time (sometimes, your child will have an additional PE slot on the Tuesday instead of swimming).

We ask that children come to school on Thursday in their PE kit so that they do not need to change. We will do PE outside whenever possible, so please ensure children are dressed warmly enough and wearing appropriate shoes.

Children will be expected to have a reading book in school every day: we will be keeping a library book in the classroom for this purpose.

The timetable for a normal day will run as follows:

8:45 – Gates open

8:55 – Registration, guided reading, English and spellings

10:35 – Break

10:50 – Maths

12:00 – Lunch

12:55 – Afternoon session

2:50 – Assembly (Monday, Wednesday, Friday)

3:15 – Home time

Homework

Children in Year 4 will be expected to complete the following homework.

Reading: children will be expected to read at home independently every day for at least ten minutes. This might be reading out loud to an adult, or it might be reading quietly on their own. This reading doesn't need to be formally recorded.

Time Table Rockstars: children will be expected to play 10 games on Times Table Rockstars each week. This will improve their fluency, accuracy and speed in times tables recall.

Mrs Daniels will run a homework club on a Thursday lunchtime for children who would like to do their Times Table Rockstars learning in school.

Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. During our library sessions, children will have the chance to talk about books that they have been enjoying.

Spelling and Phonics

Spelling will be taught within school, and children will not bring home lists of words to learn. We use the Little Wandle phonics programme for children who need this – this should provide a direct continuation of their work in Year 3. We will aim to make this transition as fast and smooth as possible.

Children who are working through the Little Wandle phonics programme will have access to two additional books at a time – these may be brought home physically, or they may be provided online. The first of these will be matched to the specific phonic areas they are working on; children should be able to read this book fluently with a success rate of approximately 90% of the words. The second will be a book to share at

home; this book will be a more challenging read for them to enjoy with an adult. In addition to this, children will bring home a reading log to keep track of their progress.

Maths

During their time in Year Four, your child will be taught a variety of methods to support their understanding in mathematics. Our Calculation Progression Document outlines the different methods for the four operations. It ensures pupils have a deep understanding before being moved onto the compact methods we use as adults. The document can be found on the Curriculum / Mathematics page of our website and we have created videos to support your understanding of the methods. This will hopefully help you to support your child with homework should any questions arise.

In Year Four, the children are required to sit a Government Multiplication Check. We will be sending home regular reports to inform you about which tables your child needs to be learning. Any help with learning these would be appreciated.

Behaviour

Children in Year Four are expected to demonstrate good behaviour at all times based on the school's system of values. We will track their behaviour, good and bad, using our TrackIt system which will generate certificates as they receive team merits.

Safeguarding

The school's number one priority is to ensure the safety and well-being of the children. Located on the front page of the school website is a link for parents directing them to information regarding the school's safeguarding procedures, a list of the key safeguarding documents and access to a wealth of valuable resources, including elements of online safety.




Website


The school website (www.bwjunior.hants.sch.uk) provides parents (and children) with a wealth of information concerning all aspects of school life. As well as keeping up to date

with the school blog, parents can view information about their child's year group, including curriculum topics, etc., and access information regarding school staff, absence requests, school clubs, governors, key statutory policies, and much more.

You can also follow the school on Facebook, Instagram and Twitter.

Must-have apps

<p>Arbor</p> <p>Arbor is our main system for communicating directly with parents. It allows us to send emails directly, and manage real-time pupil data / attendance information. It is also the system we used for managing payments for trips, lunches, etc.</p>	
<p>School Jotter</p> <p>School Jotter contains links to the school website, the school blog, BWJS facebook page, PTA (FoBS) facebook page and BWJS twitter feed.</p> <p>As the app is directly linked to the school website, it will notify you when a letter is uploaded.</p> <p>The app also:</p> <ul style="list-style-type: none">- hosts the school calendar- displays latest news/achievements/notices- has a photo gallery- provides email contact links for each class teacher <p>Each time the school uploads news, notices, letters etc. – a notification will be sent to the device.</p>	
<p>Times Table Rockstars</p> <p>Speed AND accuracy are very important when children are doing times tables work – the more facts your child remembers, the easier it is for them to do more challenging calculations.</p> <p>Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! The game can be played on any smart phone/tablet/PC.</p> <p>Every child in the school has a unique account for TTR.</p>	

This will be very important for Year Four compulsory Government Multiplication Test.	
<p>Gooseberry Parent</p> <p>Gooseberry Planet is a website we use in our computing curriculum to teach aspects of e-safety. It explores a wide range of e-safety scenarios and it includes a selection of games which reinforce the learning points.</p> <p>'Gooseberry Parent' works alongside Gooseberry Student and allows the parent to see how their child reacts to the game. The resource area is full of tips and advice for the carer to learn about key aspects of online safety and be part of their child's learning journey.</p> <p>Every child in the school has a unique account for Gooseberry Planet.</p>	

School Uniform

At Bishop's Waltham Junior School, we believe that the wearing of a school uniform encourages pride in the school, helps children to feel they belong to the school community and makes them look ready to work.

We expect everyone in Year Four to wear the correct school uniform every day, and we ask parents / carers to support us in ensuring that children come to school dressed appropriately.

School uniform should be selected from the following items:

- Red sweatshirt or cardigan (school logo optional)
- White shirt
- White or red polo shirt (school logo optional)
- Black or grey school trousers or shorts.
- Black or grey skirt or pinafore dress.
- Red gingham dress
- Black 'school' shoes. (No open toed sandals)

PE/Games/swimming:

- School team colour T shirt (with logo – this needs to be purchased from skoolkit)

- Plain black or navy hoodie
- Plain black or navy shorts
- Plain black or navy joggers or leggings
- Trainers
- Swimming trunks/jammers/costume (one piece)
- Swimming hat

School uniforms can be purchased directly from the 'Skoolkit' store in Fareham, or orders can be placed online at www.skoolkit.co.uk Items of uniform can also be purchased from Asda/Tesco/Sainsbury's/Primark/Matalan etc. Please ensure you purchase the correct coloured PE top based on your child's house team.

Pencil Cases

Your child does not need to bring a pencil case to school: we will provide all the equipment they will need during the school day (*and they will be expected to use a school handwriting pen if they are writing in pen*). If your child would like to bring in a pencil case containing their own colouring pencils, etc., they will need to bring in something small which will fit in their tray. We cannot take responsibility for lost or broken stationery from home.

Water Bottles

Your child should have a water bottle in school - which they can use during the day. We would be grateful if this bottle could incorporate a sports cap to avoid spillages in the classroom.

School Lunches

Children at BWJS have a choice of three school lunches each day at a cost of £2.60. They are also welcome to bring in a packed lunch from home. Our school menu works on a three-week rolling cycle and can be viewed online

<https://www.hants.gov.uk/educationandlearning/hc3s/primaryschools/menu>

Payments for school lunches will be made via the Parentmail (IRIS) App and then via ARBOR)

Free School Meals

A child is eligible for free school meals if their parent or carer receives one or more of the following benefits:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

Check eligibility for pupil premium and free school meals

If you believe you might qualify/be eligible for 'Free School Meals please complete the 'Hub application' (*link is below*). Even if you do not wish for your child to receive the free lunch, if they are eligible, the school will receive vital funds through the Pupil Premium, which can be used to support their learning – help subsidise trips, music tuition etc.

<https://www.gov.uk/apply-free-school-meals/hampshire>

To complete a check, you need the following information for yourself or the person you are checking on behalf of:

- your name, date of birth, and contact details
- National Insurance number or National Asylum Seekers Number
- child's name and date of birth
- school your child is attending or will attend

Drop off / Collection

Children can enter the school site from **8.45 am**. Please do not arrive before this time. Children will proceed directly to their classes for registration.

Only pupils attending the Early Bird Club or cross country/swim squad clubs can be onsite before 8.45am. Parents are asked to park on the lower school playground if dropping their children off for a before school club.

At the end of the day, Year Four staff will walk the children down to the large playground, where they will wait with their teacher until collected by a specified adult. This will be the arrangement for the entire school year. If a child is not collected, we will take them back to wait in reception. If you are going to be late for collection, or if arrangements change, please let the school office know as soon as possible.

Early Bird and ActiveMe360

An Early Bird Club operates at the school daily, providing child care before the start of the school day – costing **£4.00** per session. The club will take place in the school hall between **7.45 – 8.45 am**. Pre-booking **is** required for this facility.

Booking and payments for Early Bird Club are to be made via the Arbor App.

Other costs:

- Free School Meals/Pupil Premium = **£2.00** per session
- Sibling discount = **£2.50**

For those parents requiring after school care for their children (**3.15-6.00 pm**), a third-party provider called 'ActiveMe360' offers this service. Details of this facility, including costs and application details, are accessible via the link below:

- <https://bookings.activeme360.co.uk/project/38461>

Clubs

We offer a range of school clubs which changes every term. At the beginning of each term, children will be asked to select the clubs they would like to join. When numbers are limited, places will be allocated at random. Many of our school clubs are offered free of charge. We also host a range of clubs offered by external providers – these clubs are paid for by the term.

Important Dates for 2023 – 2024

Inset Days

- Friday 1st September 2023
- Monday 4th September 2023

- Tuesday 2nd January 2024
- Monday 19th February 2024
- Monday 3rd June 2024

Stubbington Residential

Monday 20th – Wednesday 22nd May

Curriculum Map

The following pages show the outline of our curriculum throughout the year.

(Please note: the curriculum is subject to change as the year progresses.)

YEAR 4

AUTUMN TERM OVERVIEW

DT

Money Pouches

Evaluate existing products to look at how they're made.

Learn different fixing techniques.

Create a detailed plan to design, and use this for a final product.

Evaluate a final product against the design brief.

Outcome: Completed purses to go home.

Art

Moving figures

Sketching wooden figures.

Capturing movement in a photograph.

Sketching movement onto black card.

Modrok sculptures

Guided Reading

The Snow Leopard

Grey Ghost

RE

Baptism

The Advent Ring

Computing

Working & Communicating online

Accessing school systems and working responsibly.

Making a Spreadsheet

Entering and changing information in a cell.

Creating spread sheet rows and columns.

Presenting information as a bar graph.

Using a range of formulas .

Making An Animation

Creating a simple animation of line art constructed frame by frame using Pivot Stickfigure Animator

English

The Tunnel

Exploring the inner thoughts of a character.

Snow Leopard

Writing dialogue.

What a Waste!

Non-chronological reports on environmental issues

Descriptive writing to compare two settings.

Science

States of Matter

Comparing and grouping materials together.

Observing the changes in state of some materials when they are heated and cooled.

Understand evaporation and condensation in the water cycle.

Science

Sound

Understanding how sound is made and travels to the ear. Understanding how to alter the pitch of a sound. Looking at patterns between pitch of a sound and between volume and strength of vibrations.

Outcome: Film for the blog: How the ear works.

French

Vocabulary development

Develop appropriate pronunciation of simple French greetings and conversational language

History

Anglo –Saxons: The Ruin of Britain?

Creating posters of Anglo-Saxon heroes and zeroes.

Learning about Anglo-Saxon life.

Writing Anglo-Saxon Diary entries.

Hook: Archaeological dig.

Music

Listen 2 Me

Using instruments with increasing accuracy and control.

Outcome: Concert performance.

Maths

Refining methods of addition, subtraction, multiplication and division.

Properties of shapes.

Time and measure.

Problem solving, fractions and place value.

Geography

Physical Study: Natural Resources

To locate Oceania and Australia on maps using atlases and the internet.

To understand what natural resources are and what they are used for.

To consider some of the problems which the environment is facing and some solutions to those problems.

PE

Basketball & Tennis

Playing competitive games, applying basic principles.

Swimming

Developing stroke technique in swimming.

RE

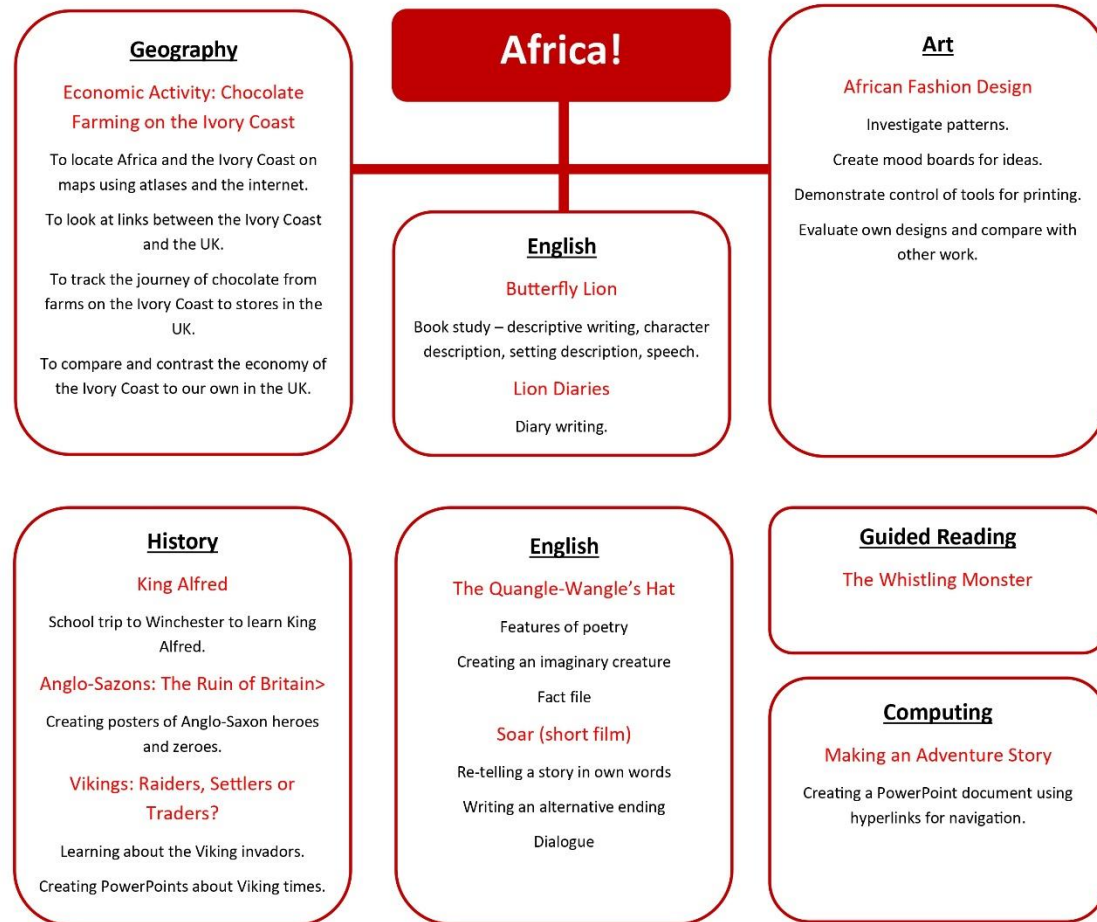
Advent

Concept of symbolism in Advent. Value and meaning of Advent to Christians.

Baptism

Christian symbolism, ritual and belonging.

Hook: A visit from the vicar.



YEAR 4	
SPRING TERM OVERVIEW	
Maths Refining methods of addition, subtraction, multiplication and division. Properties of shapes. Time and measure. Problem solving, fractions and place value work.	Science Electricity Knowing the components of a circuit. Recognising electrical conductors and insulators. Making a switch for a circuit.
PSHE Family changes Feelings – over-reacting Self-respect Gender stereotypes Money choices Managing money	DT Making Healthy Muffins Researching, designing and creating a healthy muffin.
RE Holi The concept of Good and Evil.	Music Listen 2 Me Using instruments with increasing accuracy and control. Performing for an audience. Outcome: Concert performance.
PE Gymnastics & dance. Developing forms of movement, balance and transition. Swimming Developing stroke technique in swimming.	French Vocabulary development Develop appropriate pronunciation of simple French greetings and conversational language

YEAR 4

SUMMER TERM OVERVIEW

Stubbington

Science

Habitats

Knowing and identifying different habitats.
Identifying mini-beasts and using keys for classification.
Designing and making a mini-beast habitat.
Understanding food chains.

Science

Animals Including Humans

Understanding the organs used in the digestive system and how they work.
Identify the different types of teeth in humans and animals and their simple functions.
Understand some food and drinks damage our teeth and gums.

DT

Making a Lightbox

Designing and creating a lightbox, including making an electrical circuit.

Outcome: Light boxes to go home.

Guided Reading

Varjak Paw

Year Four Residential

Stubbington Study Centre

Three days of team building activities and nature studies.

English

Spider and Fly

Narrative Poem

Performance.
Letter writing.

Varjak Paw

Narrative

"How To" leaflet.
Narrative writing.

Beowulf

Narrative

Descriptive settings.
Inner monologue.
Haiku, poetry.
(Basho's Journeys)
Book review.

Maths

Refining methods of addition, subtraction, multiplication and division.
Properties of shapes.
Time and measure.
Problem solving, fractions and place value work.

PE

Athletics

Sports Day Practice

Kwik Cricket

Development of co-ordination and team game skills

Swimming

Development of stroke technique and stamina.

PSHE

Connections

Family links

Religious views

Celebrate diversity

SRE

Growing and changing

What is puberty?

Puberty changes and reproduction

Computing

Making a Conversation

Using Scratch to programme a sequenced conversation between two character sprites.

Making a Piece of Digital Music

Combining samples and loops to create new music.

French

Vocabulary development

Develop appropriate pronunciation of simple French greetings and conversational language.

Music

Listen 2 Me

Using instruments with increasing accuracy and control.

Performing for an audience.

Outcome: Concert performance.

RE

Mashashivrati

Exploring the concept of devotion.

The Cycle of Life and Rebirth

The concept of Samsara.

Key End of Year Expectations for Year Four

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

Year Four Reading

Key End of Year Expectations

Word Reading

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.

Themes and Conventions

- Identifies themes and conventions in a wide range of books.

Comprehension - Clarify

- Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.
- Uses dictionaries to check the meaning of words that have been read.

Comprehension - Monitor and Summarise

- Identifies main ideas drawn from more than one paragraph and summarises these.

Comprehension - Select and Retrieve

- Retrieves and records information from non-fiction.

Comprehension- Respond and Explain

- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Inference

- Predicts what might happen from details stated and implied.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.

Language for Effect

- Identify how language, structure, and presentation contribute to meaning.

Performance standard

By the end of Year 4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

A child can:

- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- prepare readings with appropriate intonation to show their understanding;
- summarise and present a familiar story in their own words;
- read silently and then discuss what they have read;
- attempt to match what they decode to words they may have already heard but may not have seen in print.
- discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;
- help develop, agree on and evaluate rules for effective discussion.

A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information

Year 4 Writing

Key End of Year Expectations

Transcription

- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks

Composition: Composition and Effect

- In narratives, creates settings, characters and plot

Composition: Text Structure and Organisation

- Organises paragraphs around a theme

Composition: Sentence Structure

- Draft and writes by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Vocabulary, grammar and punctuation

- Proof-reads for spelling and punctuation errors
- Uses standard English forms for verb inflections instead of local spoken forms
- Uses fronted adverbials
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Uses inverted commas and other punctuation to indicate direct speech

Performance standard

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child can:

- spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;
- place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;
- recognise some of the differences between standard English and non- standard English;
- use joined-up handwriting throughout all independent writing;
- write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and
- adopt, create and sustain a range of roles.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.

Year 4 Mathematics

Key End of Year Expectations

Number and place value

- Counts in multiples of six, seven, nine, 25 and 1,000
- Counts backwards through zero to include negative numbers
- Orders and compares numbers beyond 1,000
- Rounds any number to the nearest 10, 100 or 1,000

Addition and subtraction (inc statistics)

- Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why
- **Statistics:** Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Multiplication and division

- Recalls multiplication and division facts for multiplication tables up to 12 x 12

Fractions (including decimals)

- Recognises and shows, using diagrams, families of common equivalent fractions
- Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Rounds decimals with one decimal place to the nearest whole number
- Solves simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Converts between different units of measure eg kilometre to metre; hour to minute

Geometry: properties of shape

- Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identifies lines of symmetry in two dimensional shapes presented in different orientations

Geometry: position and direction

- Plots specified points and draws sides to complete a given polygon

Performance Standard

By the end of Y4, a child should be fluent with whole numbers and the four operations, including number facts and the concept of place value.

A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers.

A child can:

- solve a range of problems including those with simple fractions and decimal place value;
- draw shapes with accuracy using mathematical reasoning and analyse shapes and their properties, confidently describing the relationships between them
- use measuring instruments accurately, making connections between measure and number;
- recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and
- read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling.

Age Related Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 4. Some of the listed words below may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/
circle	heard	perhaps	although
complete	heart	popular	thought
consider	height	position	through
continue	history	possess(ion)	various
decide	imagine	possible	weight
describe	increase	potatoes	woman/
different	important	pressure	women
difficult	interest	probably	
disappear	island	promise	

Year Four SPAG Terminology

Adverbial	<p>A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:</p> <p>When something happens or how often? Where something happens? How something happens?</p> <p><i>E.g. The bus leaves in five minutes. The bus leaves from the station. She promised to see him last night.</i></p>
Fronted Adverbial	<p>A word or phrase at the front of sentence used, like an adverb, to modify a verb or clause. It is often followed by a comma.</p> <p><i>E.g. In five minutes, the bus leaves. Last night, she promised to see him.</i></p>
Apostrophe	<p>To show where letters are missing (contractions): <i>Is not = isn't Could not = couldn't</i></p> <p>To show possession: Place the apostrophe straight after the owner.</p> <p>With <u>nouns</u> (singular and plural) not ending in an s add 's: <i>The <u>girl's</u> jacket, the <u>children's</u> books</i></p> <p>With <u>nouns</u> (singular and plural) ending in an s, add only the apostrophe: <i>Miss <u>Briggs'</u> house, the <u>guards'</u> duties.</i></p>

<p>Commas to mark phrases and clauses.</p>	<p><i>Listing</i> <i>E.g. The fox jumped over the back gate, scampered down the lane and into the ancient forest.</i></p> <p><i>To mark a subordinate clause</i> <i>E.g. If at first you don't succeed, try again.</i> <i>Although the snake was small, I still feared for my life.</i></p> <p><i>Introductory or opening phrases (Including adverbials & fronted adverbials)</i> <i>E.g. After dinner, I am going to visit my friend.</i></p>
<p>Determiner</p>	<p>This specifies a noun as known or unknown.</p> <p>- articles (the, a or an) <i>The home team (known)</i> <i>A good team (unknown)</i></p> <p>- possessives (my, your) <i>My mum (known)</i></p> <p>*There is sometimes confusion about whether to use a or an. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an; if a word begins with a consonant sound, you should use a.</p>
<p>Pronoun</p>	<p>This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over again.</p> <p><i>E.g. When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</i></p>
<p>Possessive pronoun</p>	<p>A pronoun that shows possession. It can also be called a determiner.</p> <p><i>E.g. That essay is mine. His foot hurt.</i></p>